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ABSTRACT

Results of district-wide opinion surveys about a variety of key topics concerning the Austin (Texas) Independent School District (AISD) conducted during 1988-89 are discussed in this report. Over 49,000 students, teachers, other campus professionals, campus administrators, and parents participated. The following positive views about school quality and effectiveness are reported: (1) high percentages of staff, parents, and students rated their schools as "excellent" or "above average"; (2) nearly all staff agree that they have high expectations for student success and that school climates were conducive to learning, student progress was monitored frequently to improve performance, and students were actively engaged in learning in classrooms; (3) parents believe that home/school relationships are positive and believe also that AISD's greatest strengths include the instructional staff and high academic quality; and (4) in general, elementary staff and parents are more positive than secondary, and administrators are more positive than professionals. A few areas were identified for possible improvement. Staff, parents, and students most frequently identified pupils' lack of interest and lack of respect for teachers and other students as the biggest problems; and professionals were least positive about the quantity of paperwork and staff morale. About half of the professionals surveyed in 1988-89 and 1987-88 perceived the teaching profession as declining compared to five years ago, and two out of three teachers plan to stay with teaching as a career. Statistical data are included on 29 tables and graphs, and tabulations of the survey responses by respondent group are attached. A list of five references is also appended. (FMW)

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# Views and Viewpoints about AISD:

## *Student, Staff, and Parent Opinions*

## *1988-89*

UD 027 076

# VIEWS AND VIEWPOINTS ABOUT AISD:
## STUDENT, STAFF, AND PARENT OPINIONS
## EXECUTIVE SUMMARY

**AUTHORS: Letticia Galindo, Nancy Baenen**

## Program Description

In 1988-89, over 49,000 individuals—students, teachers, other campus professionals, campus administrators, and parents—were asked to participate in surveys. These surveys covered a wide variety of topics of interest to AISD. Key topics discussed in this report relate to priorities and requests of the Board of Trustees, and consultation agreements with professionals. They include:

- School strengths, problems, and quality;
- School climate and effectiveness;
- Employee relations and staff characteristics.

## Major Findings

1. Staff, parents, and high school students generally have positive views about the quality and effectiveness of AISD schools.
   - High percentages rate the quality of their AISD schools as "excellent" or "above average"—campus administrators (81%), teachers (71%), other campus professionals (74%), elementary parents (72%), high school students (55%), and secondary parents (51%). (Page 12)
   - Nearly all staff (92-96%) agree that they have high expectations for student success, school climates conducive to learning, student progress monitored frequently to improve performance, and students actively engaged in learning in classrooms. (Page 15)
   - Parents believe home/school relations are positive (95% elementary, 83% middle/junior high, 81% high school). Parents believe AISD's greatest strengths include the instructional staff and high academic quality. (Pages 7, 16)
   - In general, elementary staff and parents are more positive than secondary, and administrators are more positive than professionals.
2. A few areas were identified for possible improvement.
   - Staff, parents, and students most frequently mention pupils' lack of interest and lack of respect of teachers/other students as the biggest problems schools currently face. (Pages 8, 10)
   - High percentages of AISD professionals had positive views on all 24 items on campus climate and effectiveness. The two items with the lowest percentage agreement are that campus paperwork is kept to a minimum (69% agree), and that staff morale is generally high (71% agree). (Page 15)
3. About half of AISD teachers surveyed in 1988-89 (55%) and 1987-88 (49%) see the teaching profession as declining compared to five years ago. These percentages are significantly more positive than two years ago, when 77% saw teaching as declining. Two out of three teachers (65%) plan to stay with teaching as a career. (Page 34)

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*FIGURE 1*

# *1988-1989 DISTRICTWIDE SURVEYS: A SUMMARY*

| CHARACTERISTICS | STUDENT | TEACHER | |
|---|---|---|---|
| **Population Surveyed** | All high school students | All teachers | |
| **Survey Topics** | Vocational Course Interests, Extracurricular Transportation, Honors, School Climate, Title VII, PAL, "No Pass, No Play," School's Biggest Problems, Summer School, Cable 8, Homework and Other Learning Activities, Grades/Grading Procedures, Quality of Education, AISD's Greatest Strengths, TEAMS, Drug-Free, Dropouts, NSF, SCGC | Anonymous : School Climate/School Effectiveness<br><br>Confidential: Random School Climate, Title VII, Retention, TAP, PAL, Extracurricular Transportation, Project ASSIST, Middle Schools, Chapter 1/Migrant, Priority Schools, Pre-K, AIM High, Bilingual Gifted, SCGC, TEAMS, Employee Relations, Paperwork, Elementary Management, Elementary, Secondary, Dropouts, Adopt-A-School, Cable TV, Staff Development, Spanish Academy, General, Counselors, Personal Computer, Chapter 2, Project LAMP, Curriculum, Student Teaching, Volunteer Program, Drug Free, Humanities, Library, Secondary Honors, ORE, Health Services | |
| **Dates of Administration** | November 7 - 11 | March 7 - 24 | |
| **Total Number of Items** | 90 | 24 (Anonymous)<br>231 (Confidential) | |
| **Range of Items Per Respondent** | 11 - 24 | 24 (Anonymous)<br>4-24 (Confidential) | |
| **Average Number of Items Per Respondent** | 14 | 24 (Anonymous)<br>13 (Confidential) | |
| **Number of Surveys Sent Out** | 15,351 | (Anonymous)<br>4,033 (Confidential) | 4,307* |
| **Number of Surveys Returned** | 13,186 | (Anonymous)<br>3,876 (Confidential) | 4,105* |
| **Percentage of Surveys Returned** | 86% | (Anonymous)<br>96% (Confidential) | 95%* |

*Teacher and Other Professional results cannot be separated on the anonymous survey.

| OTHER PROFESSIONAL | ADMINISTRATOR | PARENT |
|---|---|---|
| All campus/noncampus professionals | All campus and central administrators | All elementary parents and a sample of secondary parents |
| Anonymous: School Climate/School Effectiveness | Anonymous: School Climate/School Effectiveness | School Climate, Effective Schools, Parental Involvement, Quality of Education, AISD's Greatest Strengths, AISD's Greatest Areas in Need of Improvement, Drug Use |
| Confidential: Random School Climate, Project ASSIST, Priority Schools, SCGC, TEAMS, Employee Relations, Paperwork, Dropouts, Adopt-A-School, Cable TV, Staff Development, Spanish Academy, Personal Computer, Chapter 2, Curriculum, Drug Free, Secondary Honors, ORE, Health Services | Confidential: Random School Climate, Retention, TAP, PAL, Extracurricular Transportation, Middle Schools, Priority Schools, Pre-K, AIM High, Bilingual Gifted, SCGC, TEAMS, Employee Relations, Paperwork, Elementary, Dropouts, Adopt-A-School, Cable TV, Staff Development, Spanish Academy, General, Chapter 2, Curriculum, Student Teaching, Volunteer Program, Drug Free, Secondary Honors, ORE, Health Services | |

| | | Elementary | Secondary |
|---|---|---|---|
| March 7 - 24 | March 7 - 24 | March 3-April 12 | April 28-May 15 |
| 24 (Anonymous)<br>99 (Confidential) | 20 (Anonymous)<br>129 (Confidential) | 15 | 21 |
| 24 (Anonymous)<br>9-24 (Confidential) | 20 (Anonymous)<br>8-24 (Confidential) | 15 | 21 |
| 24 (Anonymous)<br>18 (Confidential) | 20 (Anonymous)<br>19 (Confidential) | 15 | 21 |
| (Anonymous)<br>427 (Confidential) | 216 (Anonymous)<br>324 (Confidential) | 26,960 | 2,015 |
| (Anonymous)<br>373 (Confidential) | 190 (Anonymous)<br>292 (Confidential) | 13,324 | 456 |
| (Anonymous)<br>87% (Confidential) | 88% (Anonymous)<br>90% (Confidential) | 49% | 23% |

VIEWS AND VIEWPOINTS ABOUT AISD:
STUDENT, STAFF, AND PARENT OPINIONS

FINAL REPORT

# INTRODUCTION

What are your views? Tapping the viewpoints of those who work for, and are served by, the Austin Independent School District (AISD) has become increasingly important over the years. Since 1979-80, AISD has conducted survey research with students, professionals (teachers and other campus/noncampus professionals), campus and central administrators, and parents. In 1988-89, a record 49,384 surveys were distributed. Figure 1 summarizes the characteristics of the 1988-89 surveys.

## NATURE OF THE SURVEYS

### Students

Traditionally, the high school student survey has been the major vehicle used to obtain vocational education course information. Expansion to include other topics of interest and concern to secondary education personnel such as honors courses, grades/grading procedures, and summer school has occurred over the years. The return rate was 86%, an increase of 3% from last year.

### Staff

The employee survey is completed by teachers, other campus professionals (e.g., librarians and counselors), noncampus professionals (e.g., psychological associate), campus administrators, and central administrators. A wide variety of topics of interest to all in AISD or to specific groups or evaluations has been covered. The effort was originally designed to reduce the number of surveys and items an individual would receive. This continues to be an important consideration.

In 1986-87, a consultation agreement between the AISD Board of Trustees and the Austin Association of Teachers mandated an annual survey of professional employees to tap areas including: job satisfaction, salary/benefits, local campus administration, central administration, working conditions, personnel policies, and school climate. Items on these areas were incorporated into the survey effort, and nonteaching professionals were added to the teacher sample. This year, the professional survey was again modified as a direct result of a Board of Trustees Priority.

The administration of the survey was done quite differently from last year; it was distributed and administered during a faculty meeting, resulting in higher return rates. The return rates for last year were 78%, 85%, and 89% for teachers, other professionals, and administrators, respectively. Spring, 1989 return rates increased significantly for teachers (96%) and other professionals (91%). Return rates for administrators remain constant (89%).

Parents

All elementary parents and a pilot sample of 2,015 secondary parents were surveyed in 1988-89 at the Board's request. A sample of elementary parents was also surveyed in 1987-88 for Chapter 1 (as was a parent sample in 1983-84). Topics centered around school climate, home/school relations, AISD's greatest strengths, and areas of improvement.

The Board mandated District priorities for the 1988-89 school year which included the following:

---

**Human Resources**

**TO IMPLEMENT A DISTRICTWIDE EMPLOYEE SURVEY MANAGEMENT SYSTEM TO ASSIST IN IDENTIFYING DISTRICT ISSUES BY CAMPUS**

---

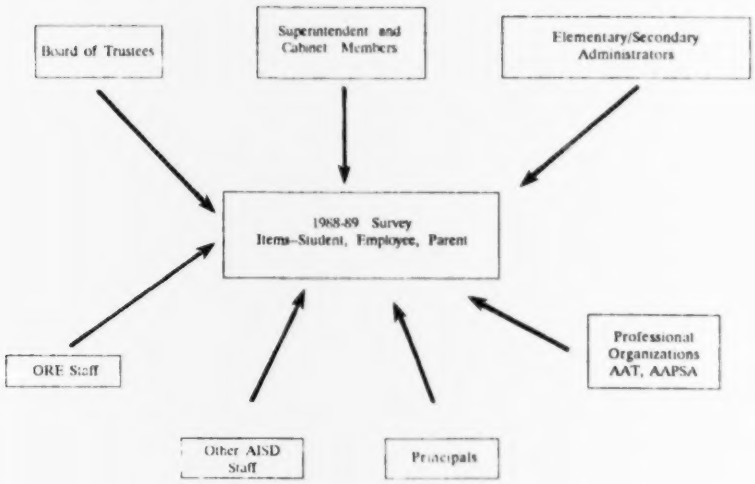
To meet this mandate, the annual survey of District professionals was modified this year. All professionals and administrators were asked items on the following topics: school climate, school effectiveness, employee relations, and numerous others related to AISD. Extensive input was received on wording of these items.

**ITEM SELECTION**

Item solicitation and selection for students, professionals, administrators and parents can be described as being organized, dynamic, and collaborative. This in-depth process involved a large number of AISD staff. Figure 2 describes input sources.

FIGURE 2

1988-89 SURVEY ITEMS: WHO PROVIDED INPUT?




Students

Items were solicited from secondary education and ORE staff as well as vocational counselors between September 28 and October 11. (Overall, 90 items were distributed in November to 15,351 students with 86% returned.)

Professionals

The 1988-89 professional employee survey was organized into two distinct sections: (1) 283 items that dealt with a variety of topics like Chapter 1, TEAMS, Cable TV, Spanish Academy, and middle schools, and, (2) 24 items that concentrated on school climate/school effectiveness.

Within the period of November through February, solicitation for the survey items involved input from elementary and secondary administrators and coordinators, other AISD departmental staff (e.g., learning resources, media production), ORE staff, principals, AAPSA, AAT, and Cabinet members. Particular attention was paid to the school climate/effectiveness items. After extensive item review by these groups, ORE staff, in collaboration with the assigned programmer, reviewed and finalized items.

As a result of the Board mandate, the employee survey item selection process can be characterized as being dynamic and collaborative in scope. It provided a forum for decision makers who had a stake in the survey process to voice their input and concerns. ORE has developed a sophisticated, computerized system for item assignment, form generation, and processing which allows a large number of items to be included, while limiting items directed to one individual. While all professional and administrative employees received 20-24 school climate items, the other 283 items were randomly assigned to relevant populations. Thus, the maximum number of items per respondent was limited as shown below in Figure 3.

**FIGURE 3**
**NUMBER OF ITEMS RECEIVED BY PROFESSIONALS AND ADMINISTRATORS ON THE 1989 EMPLOYEE SURVEY**

---

**BASED ON A TOTAL OF 307 SURVEY ITEMS, EACH EMPLOYEE RECEIVED BETWEEN 28-48 ITEMS:**

| | |
|---|---|
| o **SCHOOL CLIMATE/SCHOOL EFFECTIVENESS ITEMS** | = 20 - 24 |
| o **GENERAL/OTHER SURVEY ITEMS** | = 8 - 24 |
| **TOTAL** | 28 - 48* |

*The range typifies what an administrator receiving a survey would get (20 SC/SE items with a minimum of eight General Survey items = 28) and a teacher (24 SC/SE items with a maximum of 24 General Survey items = 48).

---

Attachments 1 and 2 contain the professional and administrator surveys and results for school climate and effectiveness items.

Parents

Item selection for parent surveys (both elementary and secondary) originated among four sources:

(1) AISD Student Survey (1988)
(2) AISD Parent Survey (1988)
(3) AISD Professional Survey (1989)
(4) National surveys (e.g., Educational Research Service, Gallup).

Item review was conducted by elementary and secondary administrators and principals with final approval by Cabinet members. The elementary survey contained a total of 15 items and was administered to all 26,960 parents; the secondary survey was comprised of 21 items and administered randomly to over 2,015 parents. Attachments 3 and 4 contain the elementary and secondary surveys and results.

# AISD STRENGTHS, PROBLEMS, AND QUALITY

This report focuses on school quality, school effectiveness, and employee relations items. Other ORE reports include findings related to specific evaluations (e.g., Chapter 1/Migrant, Priority Schools, Chapter 2, Science Academy's Double TNT grant, Drug-Free Schools, School Community Guidance Center (Rice and Gardner House), Title VII, and Faculty/Staff recruitment. Finally, results for some topic areas were provided directly to the staff requesting them. A complete copy of all results is provided in the Districtwide Surveys Final Technical Report: 1988-89 (ORE Publication Letter 88.I).

There were several items that merited inclusion across surveys of different groups because of the wealth of information they provided about AISD. These are:

- AISD's greatest strengths,
- AISD's biggest problems, and
- School quality.

Comparisons were made between students and parents, and among students, teachers, other professionals, and administrators as appropriate.

## AISD'S GREATEST STRENGTHS

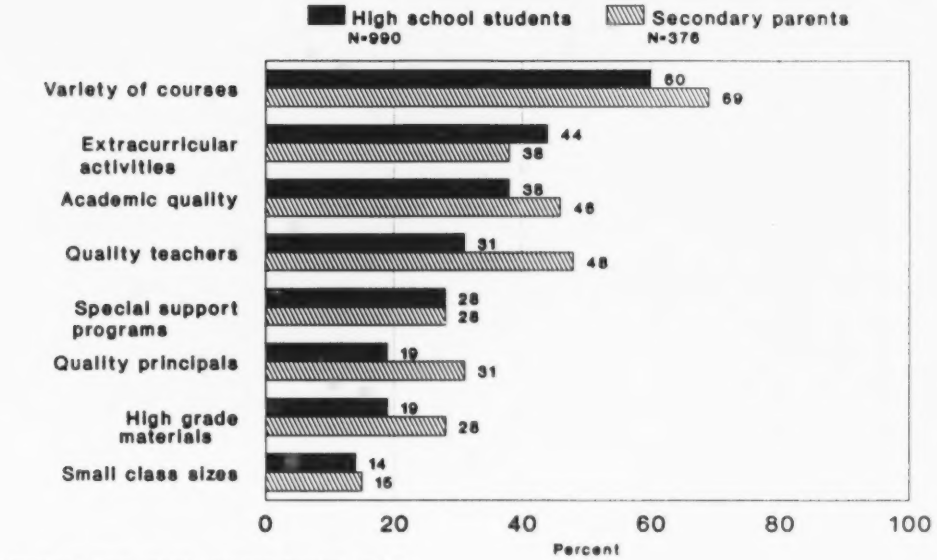
Student survey data from fall, 1988, indicate that the three areas most cited by students as being AISD's greatest strengths are the **variety of courses offered, extracurricular activities, and academic quality.**

Secondary parents agree with secondary students that the **variety of courses offered is** AISD's greatest strength (see Figure 4). Both groups also ranked **academic quality** as third in importance. Second choices varied, with **extracurricular activities** more important to students and **quality teachers** more important to parents.

**Small class sizes** was the area chosen least frequently as a strength by both secondary students and parents.

FIGURE 4

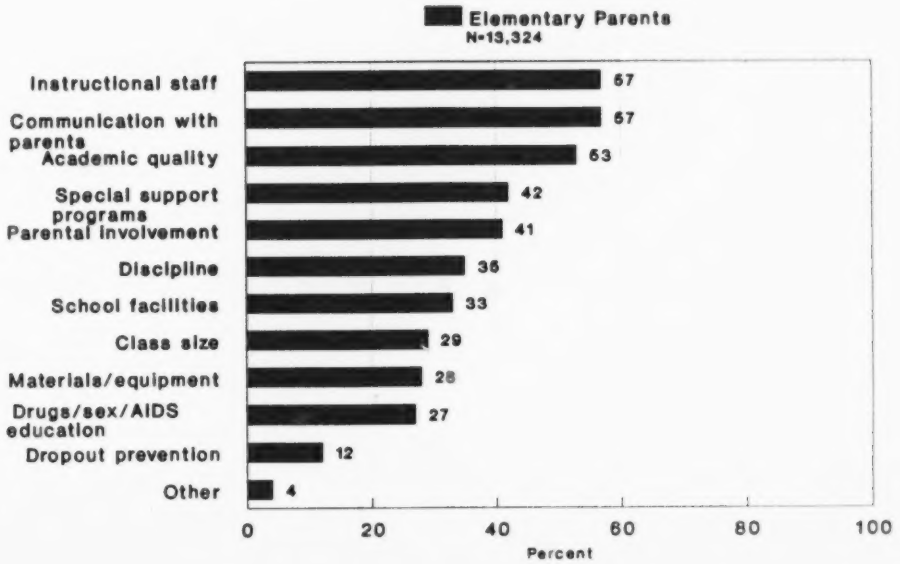
## SECONDARY STUDENT AND PARENT RESPONSES TO: WHAT ARE AISD'S GREATEST STRENGTHS?




Student Fall, 1988; Parent Spring, 1989

FIGURE 5

## ELEMENTARY PARENT RESPONSES TO: WHAT ARE AISD'S GREATEST STRENGTHS?



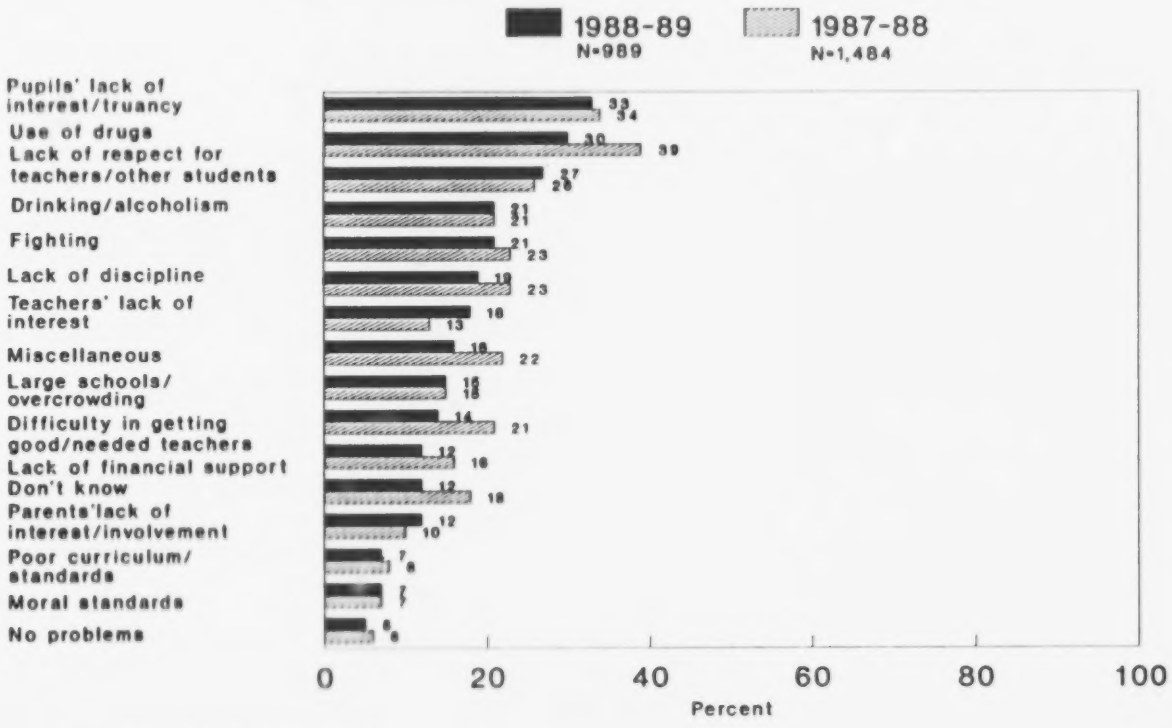
All elementary parents were asked to choose those areas they felt constituted AISD's greatest strengths. Unlike the high school student and secondary parent survey items, their choice selection varied somewhat. The top three areas most cited included **instructional staff, communication with parents, and academic quality.** Figure 5 summarizes elementary parent responses. Both parent groups rated instructional staff as a strength, and all three groups said academic quality was high.

## AISD'S BIGGEST PROBLEMS

High school students' opinions on problems facing the schools in 1987-88 and 1988-89 are shown in Figure 6.

FIGURE 6

A COMPARISON OF HIGH SCHOOL STUDENT RESPONSES TO: WHAT DO YOU THINK ARE THE BIGGEST PROBLEMS WITH WHICH YOUR SCHOOL MUST DEAL?




NOTE: More than one choice was permitted; percentages therefore sum to more than 100.

A comparison of the top responses by last year's and this year's high school students indicates that:

- Students identified almost the same areas as the top five problems both years. **Use of drugs** headed the list last year; this year's students identified **pupils' lack of interest/ truancy** as the major problem at their schools, with drug use second. Other big problems in the top five both years were **lack of respect of teachers/other students** and **fighting.**

- This year's students ranked **lack of discipline** sixth rather than fifth as it was last year. **Drinking/alcoholism**, ranked seventh last year by students, was ranked fourth by this year's students. (The same percentage, 21% considered it a big problem both years).

**Moral standards, poor curriculum, and lack of parental involvement in school activities** were among the items of lesser concern to both groups.

Teachers, other professionals, and campus administrators were also asked to choose items they perceived to be their schools' biggest problems (see Figure 7).

- **Pupils' lack of interest/truancy, parents' lack of interest**, and **parents' involvement in school activities** ranked among the top five problems for all three groups. **Parents'** and **pupils' lack of interest** were also among the top three problem areas from the 1989 Gallup Poll National Survey.

- Staff agreed with high school students that **pupils' lack of interest/truancy** was a major problem. However, staff saw **use of drugs** as less of a problem and **parents' lack of interest** as a larger problem.

- Some choices ranked among the top five for some staff groups but not others. **Lack of proper financial support** ranked among the top five problems for campus administrators and other campus professionals. Teachers and other campus professionals saw **lack of respect of teachers/other students** as among the top five. **Large schools/overcrowding** made the top five list for campus administrators.

Secondary parents were also asked this question, and they differed from the aforementioned groups by viewing **use of drugs** as the number one problem confronting schools (high school students ranked this second). They identified **fighting** (also selected by students), **large schools/overcrowding** and **difficulty in getting good teachers** as problems four and five, respectively. Parents are in consensus with teachers and administrators by including **lack of respect of teachers/other students** and **pupils' lack of interest/truancy** among their top five problems.

**FIGURE 7**
**STAFF AND SECONDARY STUDENT RESPONSES TO: WHAT DO YOU THINK ARE THE BIGGEST PROBLEMS WITH WHICH YOUR SCHOOLS MUST DEAL?**

| Problem | Teachers (N = 217) Rank | % | Other Campus Professionals (N = 57) Rank | % | Campus Administrators (N = 13) Rank | % | Secondary Parents (N = 435) Rank | % |
|---|---|---|---|---|---|---|---|---|
| Parents' lack of interest | 1 | 45 | 2 | 47 | 1 | 54 | 9 | 32 |
| Pupils' lack of interest/truancy | 2 | 41 | 1 | 53 | 2 | 38 | 3 | 42 |
| Lack of respect of teachers/other students | 3 | 37 | 5 | 37 | 9 | 23 | 2 | 46 |
| Lack of discipline | 4 | 35 | 7 | 30 | 10 | 15 | 7 | 34 |
| Parents' involvement in school activities | 5 | 34 | 4 | 39 | 4 | 38 | 9 | 32 |
| Lack of proper financial support | 6 | 28 | 3 | 42 | 3 | 38 | 13 | 27 |
| Large schools/overcrowding | 7 | 21 | 9 | 21 | 5 | 38 | 5 | 36 |
| Use of drugs | 8 | 20 | 6 | 30 | 6 | 23 | 1 | 51 |
| Fighting | 9 | 14 | 8 | 26 | 8 | 23 | 4 | 39 |
| Moral standards/dress code | 10 | 13 | 13 | 12 | 14 | 8 | 12 | 27 |
| Lack of needed teachers | 11 | 12 | 14 | 9 | 15 | 8 | * | * |
| Teachers' lack of interest | 12 | 11 | 10 | 18 | 13 | 8 | 10 | 32 |
| Drinking/alcoholism | 13 | 10 | 11 | 18 | 11 | 15 | 11 | 29 |
| There are no problems | 14 | 8 | 16 | 4 | 12 | 15 | 16 | 2 |
| Difficulty in getting good teachers | 15 | 5 | 12 | 14 | 7 | 23 | 6 | 36 |
| Poor curriculum/poor standards | 16 | 4 | 15 | 7 | 16 | 0 | 14 | 15 |
| Communication with parents | * | * | * | * | * | * | 8 | 33 |
| Don't Know | * | * | * | * | * | * | 15 | 6 |

* Question was not asked of this group.

Comparisons <u>within</u> teacher groups can also provide valuable insights as well.

- Elementary, middle school, and high school teachers perceived feelings of apathy and a **lack of interest among students** (41%) **and parents** (45%) as two of the top five problems confronting their schools.

- 35% of elementary, middle school, and high school teachers reported that **lack of discipline** existed.

- **Lack of respect of teachers/other students** was reported at the elementary (35%) and middle school (44%) levels.

- Problems specific to each group included: **lack of proper financial support** at elementary campuses (29%), **fighting** at middle schools (41%), and **use of drugs** at the high school level (47%).

Along the same vein, elementary parents responded to a question asking them to choose areas in need of improvement.

- **Class size, materials/equipment, dropout prevention, communication with parents, and drugs/sex/AIDS education** were the top five areas chosen as AISD's greatest areas in need of improvement.

**SCHOOL QUALITY**

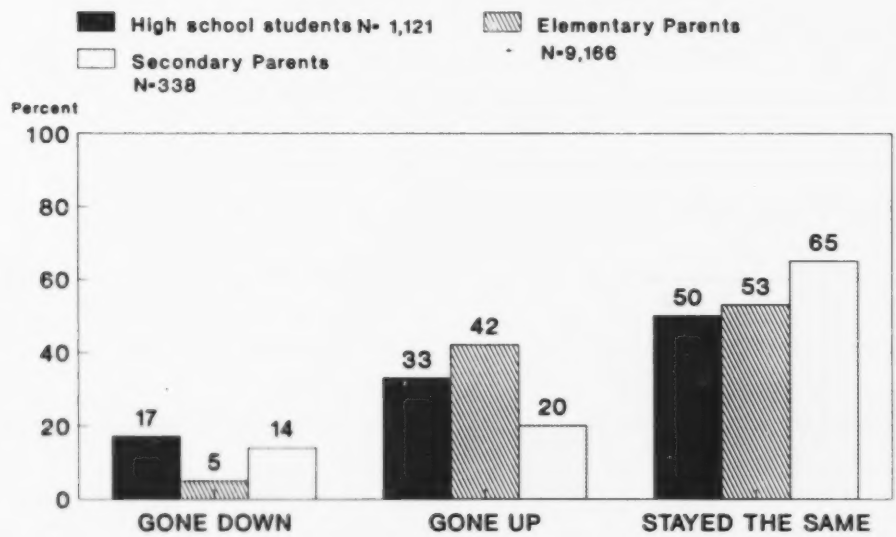
Despite national concern over the quality of the nation's schools, the fall student survey indicates that **most AISD students report that the quality of education in their schools has stayed the same (50%) or gone up (33%) compared to the year before.**

Of the students who were in attendance last year, only 17% said that the quality of education in their school had gone down. Elementary parents were polled regarding school quality and like their student counterparts, they reported it has stayed the same or gone up; only 5% said it had declined. Sixty-five percent of the secondary parents surveyed said that the quality of education has stayed the same, while 20% felt it has gone up; nearly three times as many secondary (14%) than elementary parents (5%) perceived the quality of their schools had declined. These data are summarized in Figure 8.

In the 1989 national Gallup Poll (Elam, 1989), teachers and the public were asked whether the public schools in their community had improved, gotten worse, or stayed the same over the past five years; about one third of the teachers (36%) and 29% of the public believed quality had improved. Across teaching levels, more elementary teachers believed quality had improved (39% elementary versus 30% high school) while more high school teachers believed it had stayed the same (42% high school versus 36% elementary). Among the public, 29% noted improvement, 19% a decline, and 37% no change.

FIGURE 8

## COMPARED TO A YEAR AGO, WOULD YOU SAY THAT THE QUALITY OF EDUCATION IN YOUR SCHOOL HAS...




In addition to discussing the quality of education, students, professionals, and parents were asked to rate their schools as **"excellent," "above average," "average," "below average,"** and **"poor."** The percentage of each AISD group rating their schools as "excellent" or "above average" was:

| | |
|---|---|
| Teachers | 71% |
| Other campus professionals | 74% |
| Campus administrators | 81% |
| Elementary parents | 72% |
| Secondary parents | 51% |
| High school students | 55% |

Thus, administrators were most positive (81%) and secondary parents the least positive (51%). The 1989 Gallup poll results indicate 75% of teachers give their schools an "above average" rating (a grade of A or B). Among parents, 70% nationally rated

their childrens' schools as "above average" in 1988. Findings (see Figure 9) also reveal that:

- Few respondents (1-7%) rated school quality as "poor" or "below average";
- Secondary parents and students rated schools "average" more often than elementary parents or staff at either level.

**FIGURE 9**
**RESPONSES TO:**
**I WOULD RATE THE QUALITY OF MY SCHOOL AS:**

| Group | Excellent | Above Average | Average | Below Average | Poor |
|---|---|---|---|---|---|
| Teachers N=277 | 31 | 40 | 24 | 5 | 1 |
| Other Campus Professionals N=101 | 38 | 36 | 20 | 6 | 1 |
| Campus Administrators N=69 | 36 | 45 | 17 | 0 | 1 |
| Elementary Parents N=12,515 | 36 | 36 | 26 | 2 | 0 |
| Secondary Parents N=445 | 15 | 36 | 40 | 7 | 2 |
| High School Students N=1,787 | 20 | 35 | 39 | 4 | 3 |

# SCHOOL CLIMATE AND EFFECTIVENESS

**Results for items on school effectiveness reveal that:**

- **Staff and parents have positive views of the effectiveness of AISD schools.**
- **Elementary staff and parents tend to be more positive in their views than secondary staff and parents.**
- **Among staff, administrators tend to be more positive than professionals.**

**DEFINITION**

School effectiveness research and literature have had a profound effect on schools nationwide in recent years. AISD is no exception. Since 1986-87, effective schools information has been a prime topic of staff development at both the elementary and secondary level. The Priority Schools (16 elementary schools with high minority enrollments) have had the most intensive training in these concepts.

What characterizes an effective school? According to scholars like Lezotte (1989) and the Kelwyn group who conduct staff development training on school effectiveness, there are seven characteristics or "correlates":

**(1) A safe and orderly climate**

**(2) High expectations by teachers and other instructional staff for student success and mastery of basic skills**

**(3) A focused and clear school mission**

**(4) Effective instructional leadership from the principal**

**(5) Measurement and frequent monitoring of student progress**

**(6) Strong instructional focus**

**(7) Positive home/school relations**

This year's surveys asked an expanded number of items related to school climate and effectiveness in comparison to the past. A set of 24 items was asked of all professional staff members and a subset of 20 of campus administrators. Campus professionals (N=4,307) and 216 administrators were surveyed. Items were forced choice in format, with options of "strongly agree," "agree," "disagree," and "strongly disagree." Parents received 15 (elementary) and 21 (secondary) items.

These items on school climate and school effectiveness captured shared perceptions on the physical, social, and learning environments of a school. In this report, results on discipline and morale will be discussed in relation to school climate. Results on collaboration and empowerment will be discussed as part of instructional leadership.

## OVERALL RESULTS

Complete results are shown in Attachments 1, 2, 3, and 4. Items are also discussed in more detail by correlate in the sections that follow.

### Staff

Professional and administrative staff rate schools high on effectiveness. The top four areas for both groups include:

- Staff have high expectations for student success (95% of both groups agree):
- School climate is conducive to learning (92% of professionals and 95% of administrators agree);
- Monitoring of student progress is frequent and is used to improve proficiency (92% and 95% agree).
- Classrooms are characterized by students actively engaged in learning (92% and 95% agree).

In general, elementary staff tend to be more positive than secondary staff; administrators are more positive in their views than professionals.

Among the 24 items on school climate/effectiveness, **paperwork** and **staff morale** are the areas of lowest satisfaction.

- 69% of professionals and 85% of campus administrators indicate that efforts are being made to keep paperwork to a minimum.
- 71% of professionals and 84% of campus administrators agree staff morale is generally high.

**Parents**

Parents generally have positive views of the schools. High percentages believe that:

- Home/school relations are positive (elementary 95% and secondary (82%);
- Staff believe students can learn (elementary 90% and secondary 73%);
- School buildings and grounds are well maintained (89% of elementary and 78% secondary);
- Schools are effective or excellent (elementary 83% and secondary 65%).

Compared to last year, eight times as many elementary parents believe that the quality of education in their child's school has gone up (42%) than down (5%). Among secondary parents, 20% believe quality has gone up and 14% believe it has gone down.

Elementary parents hold more favorable views towards the schools than secondary parents overall.

The following sections describe survey findings in relation to each of the effective school correlates. Some items relate to more than one correlate (cross references are noted). A few items asked of a random sample of professionals and administrators are included in addition to the 20-24 items.

## SCHOOL CLIMATE/DISCIPLINE

School climate research is viewed within the context of effective schools and school improvement. This section will focus on school climate items that are more general in nature as well as those items specifically related to discipline. Other measures include safety, maintenance, and staff morale. Professionals, administrators, students, and parents answered survey items related to school climate/discipline.

**Professionals, administrators, students, and parents believe that school climate in AISD schools is conducive to learning. They also indicate that generally, campuses are safe and orderly. Staff morale is not viewed as positively, with 29% of professionals and 16% of administrators disagreeing that it is generally high.**

## Professionals and Administrators

Over 4,500 teachers, other campus professionals, and campus administrators at elementary, middle school, and high school levels participated in the 1989 Employee Survey. It was the intent of the school climate items to capture the effective, satisfaction-related measures of faculty/staff within a school context.

General School Climate. Figure 10 shows the responses of professionals and administrators to general questions related to school climate. Responses indicate that:

- 88% of the professionals surveyed believe their schools have a safe climate with 94% of campus administrators agreeing.
- Most staff (87% of professionals and 92% of administrators) view the schools as safe, orderly, purposeful, and businesslike.
- Professionals (92%) and administrators (95%) agree that school climate at their campuses is conducive to learning.
- 71% of professionals agree morale is generally high; campus administrators were also more positive (84%).

# FIGURE 10
# SCHOOL CLIMATE/DISCIPLINE

RESPONSES OF AISD PROFESSIONALS 1988-89

| ITEMS | RESPONSES OF: | | SA+A | D+SD | RESPONSES RETURN RATE # SENT | # / % VALID |
|---|---|---|---|---|---|---|
| OUR SCHOOL HAS A SAFE CLIMATE. | ELEMENTARY | % | 92 | 8 | 2464 | 2318/ 94 |
| | MIDDLE/JR | % | 85 | 15 | 762 | 719/ 94 |
| | HIGH SCHS | % | 79 | 21 | 999 | 939/ 94 |
| | TOTAL | % | 88 | 12 | 4215 | 3976/ 94 |
| OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE. | ELEMENTARY | % | 91 | 9 | 2454 | 2316/ 94 |
| | MIDDLE/JR | % | 82 | 18 | 762 | 708/ 93 |
| | HIGH SCHS | % | 79 | 21 | 999 | 930/ 93 |
| | TOTAL | % | 87 | 13 | 4215 | 3954/ 94 |
| OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL. | ELEMENTARY | % | 82 | 18 | 2454 | 2320/ 95 |
| | MIDDLE/JR | % | 69 | 31 | 762 | 729/ 96 |
| | HIGH SCHS | % | 73 | 27 | 999 | 940/ 94 |
| | TOTAL | % | 78 | 22 | 4215 | 3989/ 95 |
| THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING. | ELEMENTARY | % | 96 | 4 | 2463 | 2341/ 95 |
| | MIDDLE/JR | % | 88 | 12 | 766 | 731/ 95 |
| | HIGH SCHS | % | 85 | 15 | 1000 | 940/ 94 |
| | TOTAL | % | 92 | 8 | 4229 | 4012/ 95 |
| THE MORALE OF THIS STAFF IS GENERALLY HIGH. | ELEMENTARY | % | 73 | 27 | 2463 | 2342/ 95 |
| | MIDDLE/JR | % | 67 | 33 | 766 | 733/ 96 |
| | HIGH SCHS | % | 68 | 32 | 1000 | 927/ 93 |
| | TOTAL | % | 71 | 29 | 4229 | 4002/ 95 |

RESPONSES OF AISD CAMPUS ADMINISTRATORS 1988-89

| ITEMS | RESPONSES OF: | | SA+A | D+SD | RESPONSES RETURN RATE # SENT | # / % VALID |
|---|---|---|---|---|---|---|
| OUR SCHOOL HAS A SAFE CLIMATE. | ELEMENTARY | % | 95 | 5 | 126 | 106/ 84 |
| | SECONDARY | % | 92 | 8 | 90 | 84/ 93 |
| | TOTAL | % | 94 | 6 | 216 | 190/ 88 |
| OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE. | ELEMENTARY | % | 96 | 4 | 126 | 106/ 84 |
| | SECONDARY | % | 87 | 13 | 90 | 82/ 91 |
| | TOTAL | % | 92 | 8 | 216 | 188/ 87 |
| OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL. | ELEMENTARY | % | 94 | 6 | 126 | 106/ 84 |
| | SECONDARY | % | 87 | 13 | 90 | 83/ 92 |
| | TOTAL | % | 91 | 9 | 216 | 189/ 88 |
| THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING. | ELEMENTARY | % | 97 | 3 | 126 | 106/ 84 |
| | SECONDARY | % | 93 | 7 | 90 | 83/ 92 |
| | TOTAL | % | 95 | 5 | 216 | 189/ 88 |
| THE MORALE OF THIS STAFF IS GENERALLY HIGH. | ELEMENTARY | % | 89 | 11 | 126 | 107/ 85 |
| | SECONDARY | % | 78 | 22 | 90 | 82/ 91 |
| | TOTAL | % | 84 | 16 | 216 | 189/ 88 |

SA + A = Strongly Agree plus Agree; D + SD = Disagree plus Strongly Disagree

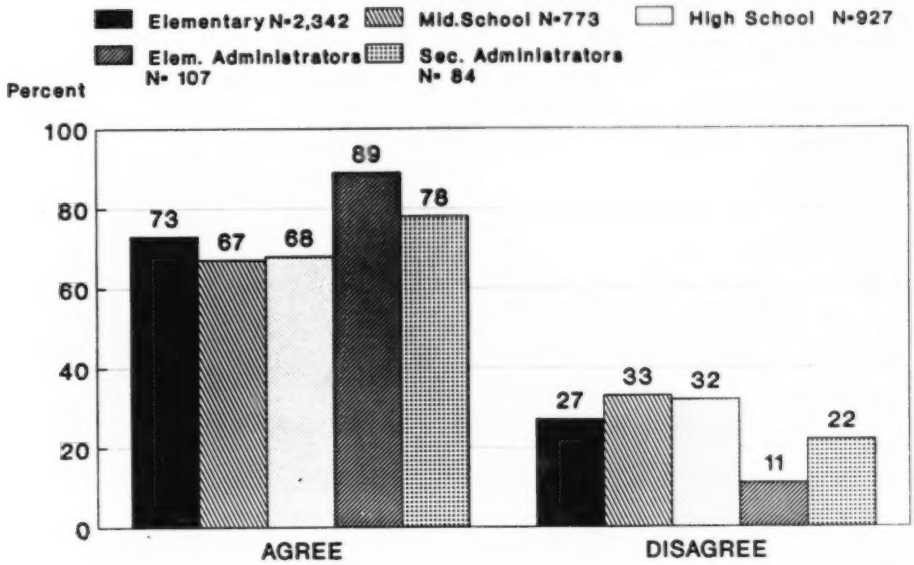
Morale among faculty is often researched as just one of the many "climate" characteristics relating to school effectiveness or improvement. Staff morale has been found to be an all-encompassing indicator of satisfaction with the status quo and school success.

Teachers and campus administrators were asked to respond to:

**THE MORALE OF THIS STAFF IS GENERALLY HIGH.**

Findings are depicted in Figure 11. These percentages among teachers and campus administrators are noticeably lower in comparison to other school climate and discipline-related items.

FIGURE 11
THE MORALE OF THIS STAFF
IS GENERALLY HIGH




Discipline. Student behavior, teacher-student interaction, parental support of the school's disciplinary system, and an overall sense of order and discipline are areas that, taken together, should convey an image of what discipline looks like at the elementary, middle school, and high school levels within AISD.

- Staff (78%) indicate students are well-behaved in their schools. The lowest percentage agreeing (69%) was found at the middle school/junior high level, where discipline incidents are highest.

- Elementary and secondary teachers as a whole (71%) agree they are treated with respect by their students. Elementary teachers are least likely to disagree (26%).

- Campus administrators were positive (96%) regarding parental support for the schools' rules and its disciplinary system as were teachers (80%). High school teachers (24%), followed by middle school (22%) and elementary (18%) disagreed. This might be attributed to age differences between elementary and secondary students and a general decline in parental involvement at the secondary versus elementary level.

- Of the campus administrators responding, 100% were in agreement that there is a sense of order and discipline in their school.

- 81% of all teachers agree there is a sense of order and discipline. Elementary teachers were significantly more positive ($p < .05$) than their high school colleagues in their perceptions of order and discipline. High school teachers had the highest percentage of disagreement (31%) compared with their elementary (14%) and middle school (20%) counterparts.

Students

---

**Based on six items related to school climate and discipline, students were neutral (38%) and generally positive (37%) in their perceptions about school satisfaction, discipline, maintenance, and safety.**

---

Student satisfaction on school climate was judged in a variety of ways.

- 41% of the students agree they **"enjoyed coming to this school,"** 29% are neutral, and 10% disagree.

- **"This school makes students enthusiastic about learning"** is perceived by nearly half of the students (46%) as neutral ; 37% agree, 17% disagree.

Discipline-related questions required students to determine whether most students in their school are well behaved. From a total of 1,878 students who responded, 33% agree, 46% are neutral, and 21% disagree. When asked if discipline at their school is fair, 46% agree it was; 15% do not think so.

Three other areas related to school climate were tapped: cleanliness, attractiveness, and safety. **Are the buildings and grounds well maintained, neat, clean, and attractive?** More than half (54%) of the students agree that they are. On school safety and security, the majority (55%) of students agree their campuses are indeed safe; 11% do not share this belief, while 34% had mixed/neutral feelings.

Parents

**Both elementary and secondary parents view their child's school as effective (excellent).**

Discipline, safety, and maintenance were components within school climate that were tapped by the elementary and secondary parent surveys.

- 82% of the elementary parents and 69% of the secondary parents agree discipline was fair. More than twice as many (10%) secondary parents than elementary parents (4%) disagree.
- 87% of elementary parents agree their child's school is a safe and secure place to learn; 66% of secondary parents concur.
- 89% and 78% of the elementary and secondary parents respectively agree that the buildings and grounds were well maintained, neat, clean, and attractive.
- 83% of elementary parents and 65% of secondary parents view their child's school as effective (excellent).

**HIGH EXPECTATIONS/TEACHER BEHAVIOR**

Effective schools recognize the relationship between teacher expectations and student achievement.

Professionals and Administrators

**School staff agree that all students can attain mastery of basic skills. School staff also has high expectations for success.**

Faculty, staff, and administrators share the belief that their schools have high expectations for success for all students (95% agree). In addition, 90% of all teachers think their school staff not only believes, but demonstrates that all students can attain mastery. While these beliefs are optimistic overall, some secondary professionals (18%) and administrators (11%) disagree.

Are classrooms characterized by students actively engaged in learning? Professionals (84-97%) agree that they are; both elementary and secondary campus administrators are positive (98% and 92%).

Students/Parents

**The majority of high school students were very positive about teacher expectations of all students, using appropriate curriculum geared for future needs, and the facility to learn at school. Parents were positive about their children acquiring knowledge for future needs.**

The appropriateness of the curriculum coupled with high expectations was addressed when students and parents were asked if the material being taught and learned was preparing them for the future.

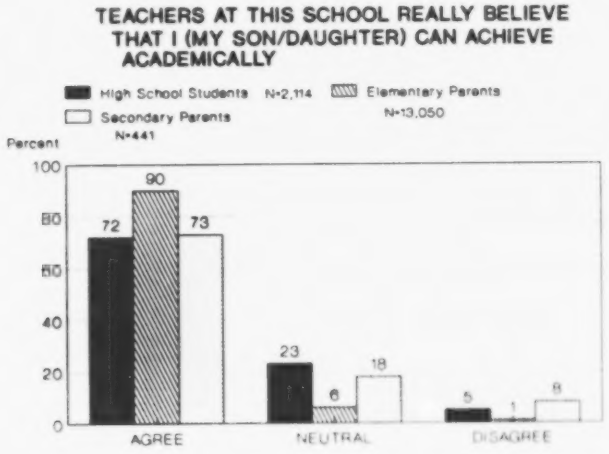
- The majority of students (59%) and parents (71%) agree that the material being taught and learned is preparing them for the future. Interestingly, parents were significantly more positive ($p < .01$) about their children's preparation for the future than were the students.

- Conversely, 12% of the students disagreed they were learning things they needed to know for preparation in the future; 10% of secondary parents disagreed.

Student and parent perceptions of teacher expectations were addressed by the question **"Teachers at this school really believe that I can achieve academically."** Parents were asked: **"The staff at my child's school really believe that he/she can achieve academically."** Results (see Figure 12) reveal that:

- Three out of four students (72%) agreed,
- 90% of elementary and 73% of secondary parents agreed.

FIGURE 12



All in all, student and parent responses are quite encouraging. They indicate a belief that school staff are implementing appropriate curricula coupled with successful teaching strategies by teachers who believe students can achieve.

A more general item regarding expectations and teacher behaviors is whether **it is easy to learn at school.** More than half of the students (54%) agreed; 34% were neutral, and 12% disagreed.

Parents were asked if their child has learned a lot this year.

---

**Both elementary and secondary parents agree their children learned a lot this year. Elementary parents (90%); however, are more positive than secondary parents (67%).**

---

**INSTRUCTIONAL FOCUS/MISSION**

Schools adopting a well-defined curriculum for each grade level/subject area as a means of improving instruction is the prime objective within the instructional focus correlate. Having a school mission and goals which staff should strive to accomplish and communicate to parents is another component within this correlate.

---

**Professionals and administrators were fairly positive as to whether their school has a clear and focused mission with staff working together to improve instruction.**

---

Professionals and Administrators

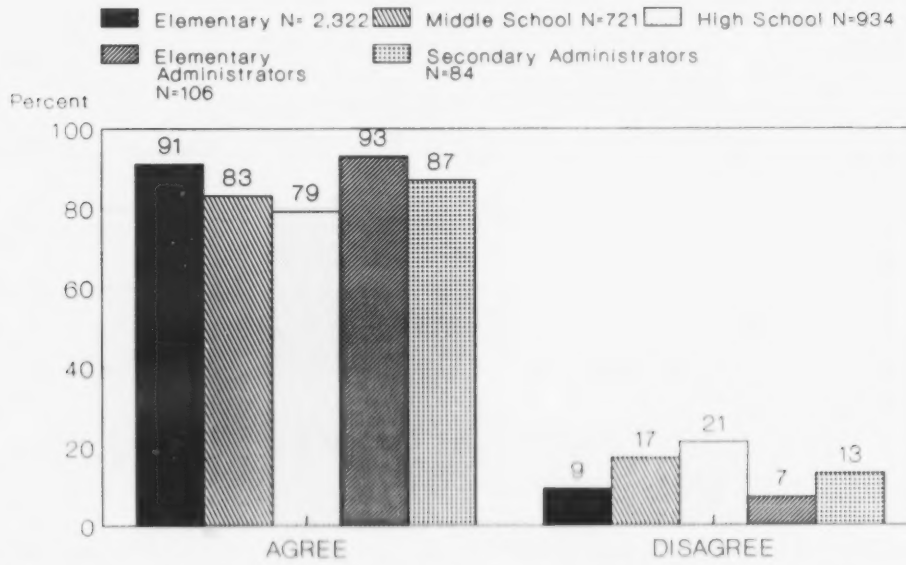
Does school staff work together to improve instruction? Findings indicate that:

- 91% of staff at the elementary level indicate they work together to improve instruction compared with 87% and 84% of their middle school and high school counterparts.

AISD professionals and administrators were asked whether they agreed that: **"Our school has a clear and focused mission through which our entire staff shares an understanding and commitment to school goals."** Survey results are described in Figure 13. Most school staff in each group agreed, with high school staff showing the lowest percentage agreement (79%).

FIGURE 13

## OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION




It is important to establish a mission with goals and priorities, but curriculum and programs must be developed and put into place as a means of impacting student achievement.

- 93% of professionals and administrators agree their schools have well-defined goals and priorities with programs developed to implement them.
- High school teachers were least likely to agree (82%) compared with middle school (93%) and elementary (95%) teachers that they have well-defined goals and priorities.

Parents

---

**Elementary and secondary parents believe their child's school has a school mission, with 78% agreeing. In addition, elementary parents agree this mission has been clearly communicated to them.**

---

A statement of the school's mission, along with appropriate communication to parents by faculty, staff, and administrators to parents is seen as a productive way to keep them informed and to foster parental involvement. Elementary parents received an item addressing this, and 76% of the parents agreed, 14% were neutral, and 7% disagreed.

Secondary parents were only asked whether their son's/daughter's school had a clear and focused mission. Findings show four out of five parents (79%) agree and 21% disagree.

**INSTRUCTIONAL LEADERSHIP**

Several related topics and their findings will be discussed within this correlate, including:

- Principals as instructional leaders,
- Collaboration/empowerment,
- Campus management.

Principals as Instructional Leaders

In effective schools, the principal serves as a strong instructional leader. How is instructional leadership by the principal perceived by AISD teachers?

---

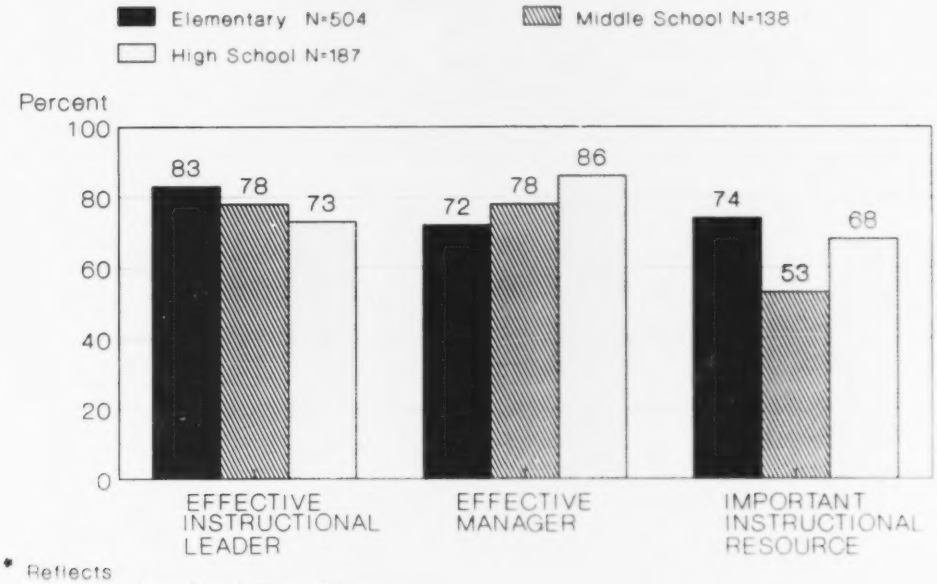
**Most teachers agree their principal is an effective instructional leader (81%), an effective manager (79%) and an important instructional resource (73%).**

---

Elementary and secondary teachers had distinct perceptions about the role of the principal within their levels as described in Figure 14.

FIGURE 14

CHARACTERISTICS OF AN EFFECTIVE PRINCIPAL: TEACHER RESPONSES *




* Reflects "Strongly Agree" and "Agree" figures

- Elementary teachers (83%), more so than middle school (78%), and high school teachers (73%) perceive their principal to be an effective instructional leader.

- Three out of four elementary teachers (74%) agree the principal is an important instructional resource in their schools; 68% and 53% of high school and middle school teachers are in agreement.

- Regarding effective management, secondary teachers rated their principals higher (82%) than elementary teachers (72%).

These results may reflect the difference in roles taken by elementary and secondary principals. Responses to two other issues that characterize leadership by the principal indicate:

(1) willingness of the principal to discuss problems with professionals, and (2) working with school staff to establish a school mission.

- 89% of all professionals agree that the principal is willing to discuss problems with professionals.

- 89% of all professionals agree their principal worked with them to establish a mission for the school.

Collaboration/Empowerment

Democratic decision making and collegial, professional, cooperative relations between administrators and professional staff contribute to collaboration and empowerment as a means of school improvement.

---

**Most (81%) of professionals in AISD agree that collaborative planning and decision making does occur at their campuses; furthermore, they feel their opinions are sought and consider themselves to be part of a team of professionals.**

---

Several survey questions were asked of professionals as a means of tapping their insights on collaborative planning and decision making issues. Figure 15 contains findings which are described below:

- Collaborative planning and decision making take place in their schools, according to 81% of all school professionals.

- 87% agree their decisions as a professional are supported and respected by their campus administrators.

- 78% of professionals agree the channels of communication among faculty, administrators, and other staff are open and adequate.
- 44% of professionals "almost always" have an appropriate part in the decision-making process; (44%) "sometimes" do.
- (73%) of professionals believe their opinions are sought and listened to at their school.
- Professionals (82%) feel they are a part of a team; their contributions are appreciated.
- 81% of all professionals agreed conflicts or problems were handled positively.

**FIGURE 15**
**COLLABORATION/EMPOWERMENT**
**RESPONSES OF AISD PROFESSIONALS 1988-1989**

RESPONSES RETURN RATE

| ITEMS | RESPONSES OF: | | SA+A | D+SD | # SENT | # / % VALID |
|---|---|---|---|---|---|---|
| THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE. | ELEMENTARY | % | 79 | 21 | 2454 | 2321/ 95 |
| | MIDDLE/JR | % | 77 | 23 | 762 | 722/ 95 |
| | HIGH SCHS | % | 77 | 23 | 999 | 940/ 94 |
| | TOTAL | % | 78 | 22 | 4215 | 3983/ 94 |
| THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL. | ELEMENTARY | % | 83 | 17 | 2454 | 2326/ 95 |
| | MIDDLE/JR | % | 79 | 21 | 762 | 728/ 96 |
| | HIGH SCHS | % | 77 | 23 | 999 | 936/ 94 |
| | TOTAL | % | 81 | 19 | 4215 | 3990/ 95 |
| MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S). | ELEMENTARY | % | 87 | 13 | 2463 | 2322/ 94 |
| | MIDDLE/JR | % | 86 | 14 | 766 | 720/ 94 |
| | HIGH SCHS | % | 86 | 14 | 1000 | 938/ 94 |
| | TOTAL | % | 87 | 13 | 4229 | 3980/ 94 |
| THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL. | ELEMENTARY | % | 81 | 19 | 2463 | 2333/ 95 |
| | MIDDLE/JR | % | 81 | 19 | 766 | 735/ 96 |
| | HIGH SCHS | % | 80 | 20 | 1000 | 932/ 93 |
| | TOTAL | % | 81 | 19 | 4229 | 4000/ 95 |

SA + A = Strongly Agree plus Agree; D + SD = Disagree plus Strongly Disagree

Campus Management

Day-to-day operations at a campus (e.g., paperwork, conducting faculty meetings, and the purchase and acquisition of materials) can be classified as campus management activities. How the principal handles these matters exemplifies another facet of instructional leadership. However, it must be recognized that factors outside the principals' control (e.g., materials that have not yet been delivered to AISD overall) sometimes impinge on their ability to be fully effective.

**Professionals were generally positive about the purchase and acquisition of supplies. For the most part, they felt faculty meetings are well planned and productive. However, they were dissatisfied with the amount of paperwork required at the campus level and by central administration.**

Some paperwork within a school is necessary to document student and/or program progress. The quantity of such paperwork is sometimes out of the hands of the campus administrator, but efforts should be made to keep campus-level paperwork to a minimum level.

- 69% of professionals surveyed agree that paperwork is kept to a minimum at the campus level. This was one of the lowest percentages by professionals on school climate/effectiveness items; 31% believe it can be reduced.

- 52% of all professionals disagree that paperwork required by central administration seems necessary.

- Half (51%) of teachers and 67% of administrators reported there was an increase in the amount of paperwork they had to do this year.

While forms and other paperwork need to be completed, are they distributed soon enough so that staff has adequate time to complete them?

- "Usually" and "always" were the responses given by 52% and 25% of staff; only 2% said "never."

Are adequate resources (e.g., textbooks, teacher guides) made available to staff?

- 85% of all professionals agree adequate resources are made available.

- Two out of three elementary and high school teachers concur (65%) that priority is given to obtaining necessary teaching supplies for their classrooms; 61% of middle school teachers agree.

Planning and conducting faculty meetings is a task handled by the campus administrator. How do professionals perceive these meetings?

- Five out of six staff (83%) believe their faculty meetings are well planned and productive. Among administrators, elementary campus administrators were positive (93%), as were secondary administrators (86%).

**MEASUREMENT**

In effective schools, students' level of learning is checked frequently so that they do not fall behind. Teachers utilize student outcomes to improve individual student proficiency.

---

**Professionals and administrators are very positive about the frequency of student monitoring; assessment results are used for improving student proficiency. Three of four secondary parents feel adequately informed of their son's/daughter's progress.**

---

Within AISD:

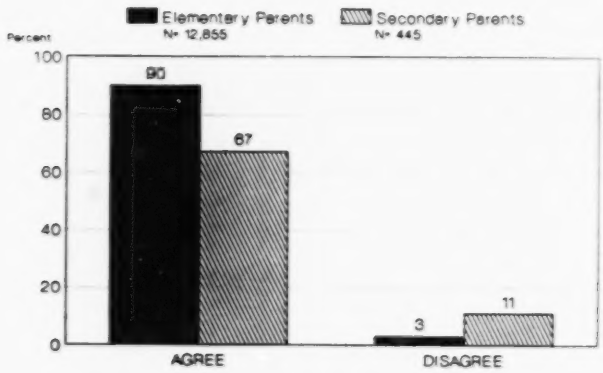
- 93% and 96% of professionals and administrators agree that there is a system for monitoring and measuring student progress. Progress is checked frequently and used to improve student proficiency.

- Three of four (72%) secondary parents feel adequately informed of their son's/daughter's progress in school. Most (88%) report talking to their child often about what happens at school. Signing homework and report cards were mentioned by 71% and 74% as preferred ways for them to be involved in the learning process.

- Nearly all (90%) elementary parents report their child has learned a lot this year (see Figure 16). Top choices for involvement related to monitoring their child's progress--helping with homework (81%), signing report cards (76%), and attending parent/teacher conferences (69%).

FIGURE 16

MY CHILD HAS LEARNED A LOT
THIS SCHOOL YEAR



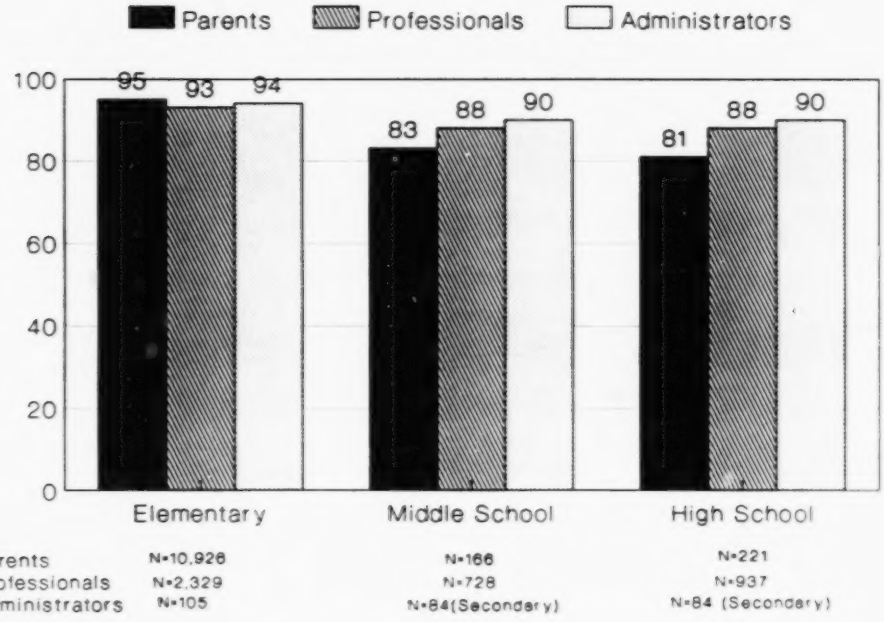
**HOME/SCHOOL RELATIONS**

**Most parents and school staff report positive relations exist between schools and their home and school communities.**

- Nearly all elementary parents and staff (93 to 95% of each group) reported positive relations exist.
- Most secondary respondents (81 to 83% of parents and 88 to 90% of staff) reported positive relations exist.

FIGURE 17

**PERCENT OF AISD STAFF AND PARENTS REPORTING: OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY**



Most school staff sampled (83%) also report parents support the schools' rules and disciplinary system (see Figure 18). (This item is also discussed within School Climate/Discipline.) Teachers' responses were similar across grade spans (82% of elementary and 78% of secondary teachers agreed). Administrators were more significantly positive than teachers (p.<01) but not other professionals.

FIGURE 18

STAFF AGREEMENT THAT:
PARENTS SUPPORT THE SCHOOL RULES AND ITS DISCIPLINARY SYSTEM

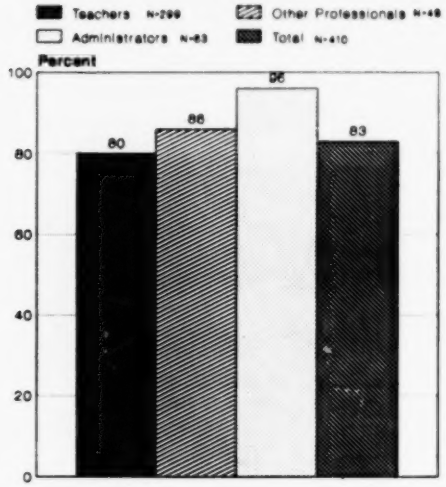
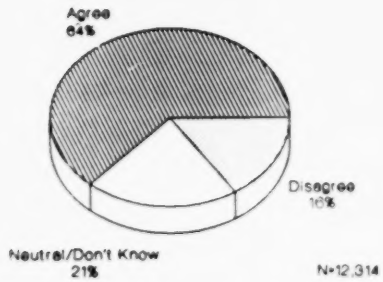



FIGURE 19

ELEMENTARY PARENT REPONSES TO:
I AM INVOLVED AS MUCH AS I WANT TO BE IN MY CHILD'S SCHOOL

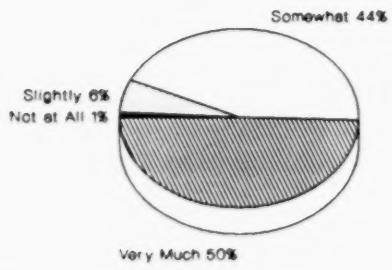



Parents responded to items related to their level and type of involvement. Responses indicate that (see Figures 18 and 19):

- Two out of three (64%) elementary parents agree they are involved at a desirable level;
- Nearly all (99%) secondary parents report they are involved in their son's/daughter's education, with half indicating high levels of involvement.

FIGURE 20

SECONDARY PARENT RESPONSES TO:
HOW MUCH ARE YOU INVOLVED IN YOUR SON'S/DAUGHTER'S SCHOOL EDUCATION?



Over 50% of the parents chose the following as preferred methods of involvement in their children's education.

| Elementary | Secondary |
|---|---|
| 1. Helping child with homework (81%) | 1. Responding to teacher calls for concerns/absences (92%) |
| 2. Signing report cards (76%) | 2. Signing course selection sheets (82%) |
| 3. Attending parent/teacher conferences (69%) | 3. Signing report cards (74%) |
| 4. Working on reinforcement activities (64%) | 4. Signing homework (71%) |
| | 5. Attending special events (57%) |
| | 6. Receiving instructional activity ideas (56%) |

Less popular choices for participation by parents in the education of their children were:

| Elementary | Secondary |
|---|---|
| 5. Helping with extracurricular activities (44%) | 7. Discussing books (42%) |
| 6. PTA/PTO (40%) | 8. Parent support groups on adolescence (34%) |
| 7. Volunteering at school (28%) | 9. Other (e.g., volunteering/ assisting at school more; communicating with teacher/ counselor/principal) (10%) |
| 8. Parent training (25%) | |
| 9. Planning activities (22%) | |
| 10. Other (7%) | |

**TEACHER SATISFACTION/PROFESSIONAL GROWTH**

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**Most teachers and other professionals are satisfied with campus and outside training (77%) as opportunities for growth. Job appraisals are also seen as fair by 80%, although fewer (67%) report this helps improve their teaching. Professionals are more satisfied with assistance received than with recognition received from campus staff and central instructional coordinators.**

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FIGURE 21

RESPONSES OF AISD PROFESSIONALS 1988-89

TEACHER SATISFACTION/GROWTH

| ITEMS | RESPONSES OF: | | SA+A | D+SD | RESPONSES # SENT | RETURN RATE # / % VALID |
|---|---|---|---|---|---|---|
| MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS. | ELEMENTARY | % | 91 | 9 | 2463 | 2341/ 95 |
| | MIDDLE/JR | % | 83 | 17 | 766 | 739/ 96 |
| | HIGH SCHS | % | 81 | 19 | 1000 | 934/ 93 |
| | TOTAL | % | 87 | 13 | 4229 | 4014/ 95 |
| JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE. | ELEMENTARY | % | 82 | 18 | 2463 | 2325/ 94 |
| | MIDDLE/JR | % | 83 | 17 | 766 | 736/ 96 |
| | HIGH SCHS | % | 75 | 25 | 1000 | 934/ 93 |
| | TOTAL | % | 80 | 20 | 4229 | 3995/ 94 |

SA + A = Strongly Agree plus Agree; D + SD = Disagree plus Strongly Disagree

Training

Most professionals (87%) report their continued growth is supported by campus training.

In terms of outside conferences and workshops (provided by staff other than AISD's), 77% of the professionals and administrators sampled are satisfied with opportunities provided. More teachers (83%) were satisfied than other professionals (69%) and administrators (69%) (significant at .05 level).

Performance Appraisals

Four out of five professionals (80%) report job appraisals are fair and representative of their performance.

Two thirds (67%) of a sample of 280 teachers believe appraisals help improve their teaching; 19% are neutral and 14% indicate appraisals are not helpful in improving teaching.

## Assistance and Recognition

Professionals sampled are most satisfied with the assistance received by teachers, followed by campus administrators. They are less satisfied with assistance received from instructional coordinators. (This could be the cause or result of recent budget cuts affecting coordinators--many teachers now receive less direct assistance.)

FIGURE 22

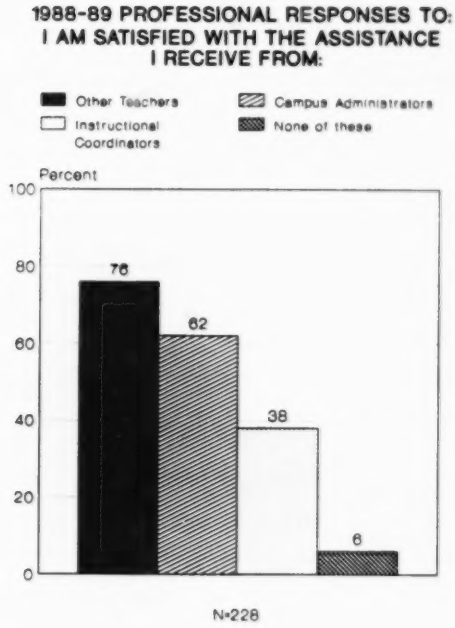
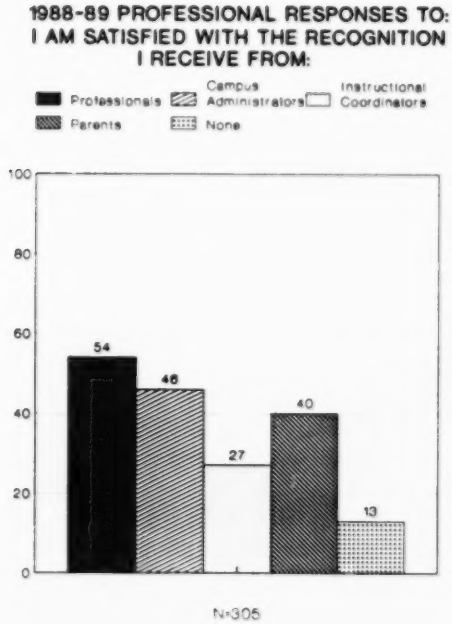



FIGURE 23

Professionals are significantly less satisfied with recognition received for their work than assistance received. The same pattern of responses was seen as for assistance, with the highest percentage (54%) satisfied with recognition from other professionals. Overall, 40% were satisfied with parents' recognition.



# PROFILE OF AISD PROFESSIONALS

## TEACHING AS A PROFESSION AND CAREER

**Over half (55%) of AISD teachers believe the teaching profession has declined compared to five years ago. The percentage reporting a decline has been lower this year and last year than in 1986-87 (77%). Two out of three AISD teachers plan to continue teaching as long as they can.**

Teachers were asked:

Taking into consideration all the variables related to your job, e.g., student attitudes, the degree of respect afforded teachers, salary and benefits, etc., **How would you compare teaching as a profession with that of five years ago?**

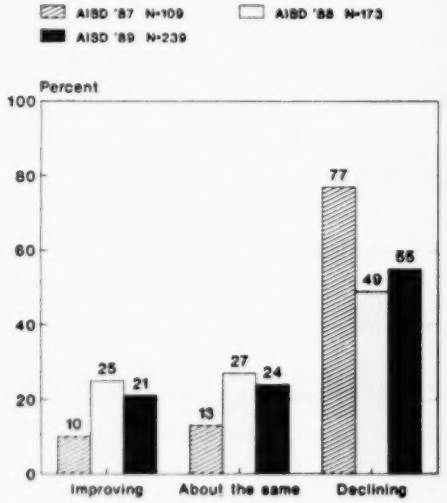
A. Improving B. About the same
C. Declining
D. Was not teaching five years ago
(These 31 respondents excluded)

In 1988-89, over half (55%) of those teachers who have taught for five years or more feel the profession of teaching is declining; 21% believe it is improving.

The percentage of those who believe education is declining has been significantly lower in 1988-89 (55%) and 1987-88 (49%) ($p < .01$), than in 1986-87 (77%). Thus, AISD teachers are more positive now than they were two years ago. (Results for 1988-89 and 1987-88 do not differ significantly.) Over time in AISD, salary improvements, educational reforms, and other forces may have impacted some teachers' perceptions of their jobs, but they are still not very positive overall.

FIGURE 24

HOW WOULD YOU COMPARE TEACHING AS A PROFESSION TO FIVE YEARS AGO?



Teachers were also asked:

**Which of these statements best describes your career plans at this time?**

A. Teaching is my career; I'll teach as long as I can.

B. Undecided; I'm considering other career opportunities.

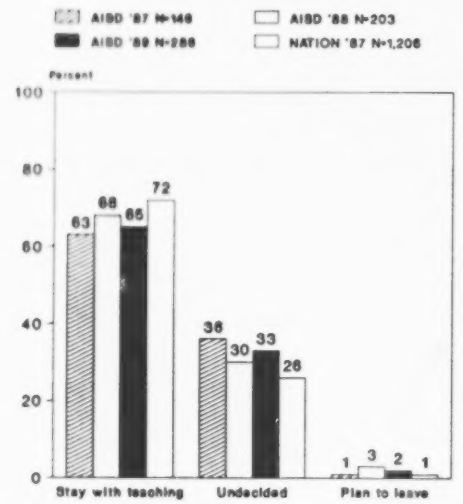
C. Teaching is not my career; I'll leave as soon as I can.

In 1988-89, two out of three AISD teachers surveyed (65%) indicated they intend to stay with teaching as a career as long as they can. Few (2%) say they will leave teaching as soon as they can; the rest are undecided. In 1987-88, a similar proportion (68%) indicated they intended to stay with teaching as a career; 72% of the national sample from 1987 intended to stay with teaching indefinitely. AISD's teachers are significantly ($p < .01$) less likely to say they will stay with teaching as long as they can and more likely to be undecided (and considering other opportunities).

In national surveys (see Jennings, 1988), minorities have reported they are likely to leave teaching within the next five years at rates that are somewhat higher ($p < .01$) than other teachers (41% versus 25%). AISD teacher responses for 1988-89 show smaller nonsignificant disparities between groups in terms of those likely to stay, undecided, and likely to leave (see Figure 26).

FIGURE 25

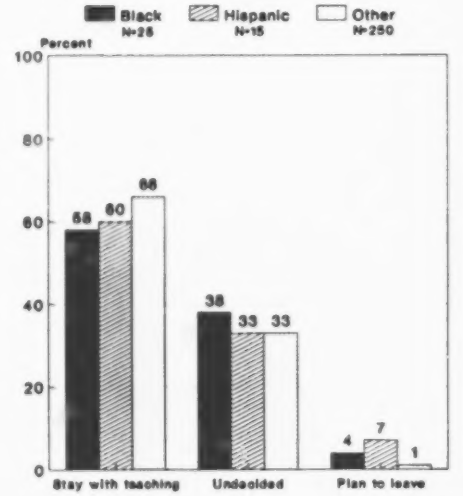
WHICH BEST DESCRIBES YOUR CAREER FOR TEACHING AT THIS TIME?




Nation= Educational Research Service

FIGURE 26

WHICH BEST DESCRIBES YOUR CAREER PLANS FOR TEACHING AT THIS TIME?
TEACHER RESULTS BY ETHNICITY



## INCOME AND FAMILY ISSUES

**An "average" AISD professional has one dependent and is not a single parent. He/she has no outside job during the school year and works part time during the summer. All of the professional's personal income is earned within AISD, amounting to about half of the family income.**

Several questions were asked relevant to the salary needs of AISD professionals (including teachers and other professionals such as counselors, librarians, nurses, psychological associates, etc.), for the first time this year. In most cases, responses of teachers and other professionals were similar; differences are noted where appropriate.

### Single Parents

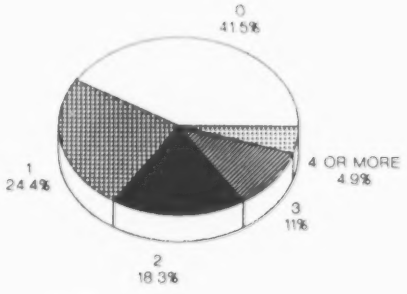
Overall, one in ten (9%) of the professionals surveyed were single parents. A lower percentage of teachers (6%) indicated they were single parents than professionals (18%).

### Dependents

The majority of the respondents have dependents (58%). The most common number of dependents is one (24%); 5% report 5 or more. On the other hand, 42% have no dependents.

FIGURE 27

PROFESSIONAL RESPONSES TO:
I HAVE ___ DEPENDENTS.




N=282

### Family Income

One in four (27%) indicate they earn all of their family's income. One in four (28%) earn less than 40% of the family income, with the rest (44%) reporting percentages in between.

Significantly fewer teachers ($p < .05$) report earning all of their family income than other professionals (25% versus 36%) and more report earning less than 40% (32% versus 15%).

## Outside Jobs

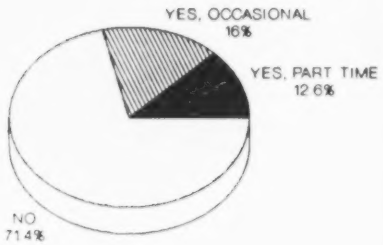
Of AISD professionals surveyed, 29% indicated they had another job during their contract year. Jobs were most often occasional small jobs or jobs of 1-15 hours per week. The Education Department's Center for Education Statistics reports about one in six (17%) of the nation's teachers moonlight at other jobs during the school year (SEDL, 1989).

A higher percentage, 44%, reported working during the summer. These jobs are fairly evenly split between full-time (27%) and part-time (28.5%) jobs (some may be with the District). Significantly more teachers ($p < .05$) report working full time in the summer than other professionals (30% versus 19%) and fewer report not working at all (39% of teachers versus 60% of other professionals).

Over half (57%) of the professionals surveyed report earning none of their total personal income on jobs outside AISD (55% of teachers and 65% of other professionals). One in five (21%) report earning 1-10% from outside work, with 14% reporting earnings of 11-30% of their total personal income. Few (6%) of those surveyed report earning over 30% of their total personal income on jobs outside AISD.

FIGURE 28

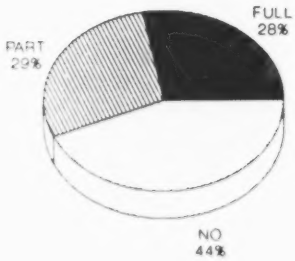
PROFESSIONAL RESPONSES TO:
I WORK AT ANOTHER JOB DURING MY CONTRACT YEAR WITH THE DISTRICT




N=259

FIGURE 29

PROFESSIONAL RESPONSES TO:
I WORK ___ TIME DURING THE SUMMER.




N=254

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# ATTACHMENTS

1. Districtwide Survey of Professionals
2. Districtwide Survey of Campus Administrators
3. Elementary Parent Survey
4. Secondary Parent Survey

## AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

## DISTRICTWIDE SURVEY OF PROFESSIONALS 1988-89

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ATTACHMENT 1

| ITEMS | RESPONSES OF | | RESPONSES: STRONGLY AGREE (SA) | AGREE (A) | DISAGREE (D) | STRONGLY DISAGREE (SD) | SA+A | D+SD | RETURN RATE: # SENT | # / % RETURNED | # BLANK/ INVALID | # / % VALID |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS. | ELEMENTARY | % | 68 | 30 | 2 | 0 | 97 | 3 | 2454 | 2340/ 95 | 18 | 2322/ 95 |
| | MIDDLE/JR | % | 53 | 42 | 5 | 1 | 95 | 5 | 762 | 732/ 96 | 4 | 728/ 96 |
| | HIGH SCH | % | 51 | 39 | 8 | 1 | 90 | 10 | 999 | 944/ 94 | 4 | 940/ 94 |
| | TOTAL | % | 61 | 34 | 4 | 1 | 95 | 5 | 4215 | 4016/ 95 | 26 | 3990/ 95 |
| 2 OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ATTAIN MASTERY. | ELEMENTARY | % | 52 | 43 | 5 | 0 | 95 | 5 | 2454 | 2340/ 95 | 19 | 2321/ 95 |
| | MIDDLE/JR | % | 30 | 56 | 12 | 1 | 86 | 14 | 762 | 732/ 96 | 5 | 727/ 95 |
| | HIGH SCH | % | 23 | 57 | 18 | 3 | 79 | 21 | 999 | 944/ 94 | 7 | 937/ 94 |
| | TOTAL | % | 41 | 48 | 9 | 1 | 90 | 10 | 4215 | 4016/ 95 | 31 | 3985/ 95 |
| 3 OUR SCHOOL HAS A SAFE CLIMATE. | ELEMENTARY | % | 54 | 39 | 6 | 2 | 92 | 8 | 2454 | 2340/ 95 | 22 | 2318/ 94 |
| | MIDDLE/JR | % | 32 | 53 | 13 | 2 | 85 | 15 | 762 | 732/ 96 | 13 | 719/ 94 |
| | HIGH SCH | % | 28 | 51 | 17 | 5 | 79 | 21 | 999 | 944/ 94 | 5 | 939/ 94 |
| | TOTAL | % | 44 | 44 | 10 | 2 | 88 | 12 | 4215 | 4016/ 95 | 40 | 3976/ 94 |
| 4 OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE. | ELEMENTARY | % | 48 | 43 | 7 | 2 | 91 | 9 | 2454 | 2340/ 95 | 24 | 2316/ 94 |
| | MIDDLE/JR | % | 33 | 49 | 15 | 3 | 82 | 18 | 762 | 732/ 96 | 24 | 708/ 93 |
| | HIGH SCH | % | 28 | 51 | 16 | 5 | 79 | 21 | 999 | 944/ 94 | 14 | 930/ 93 |
| | TOTAL | % | 41 | 46 | 11 | 3 | 87 | 13 | 4215 | 4016/ 95 | 62 | 3954/ 94 |
| 5 OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS. | ELEMENTARY | % | 47 | 44 | 8 | 1 | 91 | 9 | 2454 | 2340/ 95 | 18 | 2322/ 95 |
| | MIDDLE/JR | % | 33 | 51 | 14 | 2 | 83 | 17 | 762 | 732/ 96 | 11 | 721/ 95 |
| | HIGH SCH | % | 24 | 55 | 17 | 4 | 79 | 21 | 999 | 944/ 94 | 10 | 934/ 93 |
| | TOTAL | % | 39 | 48 | 11 | 2 | 87 | 13 | 4215 | 4016/ 95 | 39 | 3977/ 94 |
| 6 OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION. | ELEMENTARY | % | 49 | 42 | 8 | 1 | 91 | 9 | 2454 | 2340/ 95 | 13 | 2327/ 95 |
| | MIDDLE/JR | % | 35 | 52 | 11 | 2 | 87 | 13 | 762 | 732/ 96 | 4 | 728/ 96 |
| | HIGH SCH | % | 28 | 56 | 13 | 2 | 84 | 16 | 999 | 944/ 94 | 5 | 939/ 94 |
| | TOTAL | % | 41 | 47 | 10 | 2 | 88 | 12 | 4215 | 4016/ 95 | 22 | 3994/ 95 |
| 7 OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING. | ELEMENTARY | % | 59 | 39 | 2 | 0 | 97 | 3 | 2454 | 2340/ 95 | 24 | 2316/ 94 |
| | MIDDLE/JR | % | 29 | 58 | 12 | 2 | 87 | 13 | 762 | 732/ 96 | 10 | 722/ 95 |
| | HIGH SCH | % | 21 | 62 | 13 | 3 | 84 | 16 | 999 | 944/ 94 | 11 | 933/ 93 |
| | TOTAL | % | 44 | 48 | 7 | 1 | 92 | 8 | 4215 | 4016/ 95 | 45 | 3971/ 94 |
| 8 AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY. | ELEMENTARY | % | 51 | 44 | 4 | 1 | 96 | 4 | 2454 | 2340/ 95 | 19 | 2321/ 95 |
| | MIDDLE/JR | % | 34 | 57 | 8 | 1 | 91 | 9 | 762 | 732/ 96 | 8 | 724/ 95 |
| | HIGH SCH | % | 23 | 64 | 11 | 2 | 87 | 13 | 999 | 944/ 94 | 6 | 938/ 94 |
| | TOTAL | % | 42 | 51 | 6 | 1 | 93 | 7 | 4215 | 4016/ 95 | 33 | 3983/ 94 |
| 9 OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY. | ELEMENTARY | % | 46 | 47 | 6 | 1 | 93 | 7 | 2454 | 2340/ 95 | 11 | 2329/ 95 |
| | MIDDLE/JR | % | 34 | 54 | 10 | 2 | 88 | 12 | 762 | 732/ 96 | 4 | 728/ 96 |
| | HIGH SCH | % | 28 | 60 | 11 | 1 | 88 | 12 | 999 | 944/ 94 | 7 | 937/ 94 |
| | TOTAL | % | 40 | 51 | 8 | 1 | 91 | 9 | 4215 | 4016/ 95 | 22 | 3994/ 95 |
| 10 THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE. | ELEMENTARY | % | 36 | 43 | 16 | 5 | 79 | 21 | 2454 | 2340/ 95 | 19 | 2321/ 95 |
| | MIDDLE/JR | % | 33 | 45 | 17 | 6 | 77 | 23 | 762 | 732/ 96 | 10 | 722/ 95 |
| | HIGH SCH | % | 29 | 48 | 17 | 6 | 77 | 23 | 999 | 944/ 94 | 4 | 940/ 94 |
| | TOTAL | % | 34 | 44 | 17 | 5 | 78 | 22 | 4215 | 4016/ 95 | 33 | 3983/ 94 |

## AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

## DISTRICTWIDE SURVEY OF PROFESSIONALS 1988-89

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ATTACHMENT 1

| ITEMS | RESPONSES OF | | RESPONSES: STRONGLY AGREE(SA) | AGREE(A) | DISAGREE(D) | STRONGLY DISAGREE(SD) | SA+A | D+SD | RETURN RATE: # SENT | # / % RETURNED | # BLANK/ INVALID | # / % VALID |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11 THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL | ELEMENTARY | % | 36 | 47 | 14 | 3 | 83 | 17 | 2454 | 2340/ 95 | 14 | 2326/ 95 |
| | MIDDLE/JR | % | 25 | 54 | 17 | 4 | 79 | 21 | 762 | 732/ 96 | 4 | 728/ 96 |
| | HIGH SCH | % | 19 | 57 | 19 | 4 | 77 | 23 | 999 | 944/ 94 | 8 | 936/ 94 |
| | TOTAL | % | 30 | 51 | 16 | 4 | 81 | 19 | 4215 | 4016/ 95 | 26 | 3990/ 95 |
| 12 OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL | ELEMENTARY | % | 31 | 51 | 14 | 4 | 82 | 18 | 2454 | 2340/ 95 | 20 | 2320/ 95 |
| | MIDDLE/JR | % | 16 | 53 | 24 | 7 | 69 | 31 | 762 | 732/ 96 | 3 | 729/ 96 |
| | HIGH SCH | % | 20 | 53 | 20 | 8 | 73 | 27 | 999 | 944/ 94 | 4 | 940/ 94 |
| | TOTAL | % | 28 | 52 | 17 | 5 | 78 | 22 | 4215 | 4016/ 95 | 27 | 3989/ 95 |
| 13 ADEQUATE RESOURCES (E.G., TEXTBOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME | ELEMENTARY | % | 42 | 44 | 11 | 4 | 85 | 15 | 2463 | 2362/ 96 | 25 | 2337/ 95 |
| | MIDDLE/JR | % | 37 | 45 | 14 | 4 | 82 | 18 | 766 | 752/ 98 | 14 | 738/ 96 |
| | HIGH SCH | % | 35 | 51 | 10 | 3 | 87 | 13 | 1000 | 951/ 95 | 7 | 944/ 94 |
| | TOTAL | % | 39 | 46 | 11 | 3 | 85 | 15 | 4229 | 4065/ 96 | 46 | 4019/ 95 |
| 14 THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING | ELEMENTARY | % | 53 | 43 | 4 | 1 | 96 | 4 | 2463 | 2362/ 96 | 21 | 2341/ 95 |
| | MIDDLE/JR | % | 33 | 55 | 10 | 2 | 88 | 12 | 766 | 752/ 98 | 21 | 731/ 95 |
| | HIGH SCH | % | 26 | 59 | 13 | 2 | 85 | 15 | 1000 | 951/ 95 | 11 | 940/ 94 |
| | TOTAL | % | 43 | 49 | 7 | 1 | 92 | 8 | 4229 | 4065/ 96 | 53 | 4012/ 95 |
| 15 THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS | ELEMENTARY | % | 54 | 35 | 8 | 4 | 89 | 11 | 2463 | 2362/ 96 | 27 | 2335/ 95 |
| | MIDDLE/JR | % | 46 | 43 | 7 | 3 | 90 | 10 | 766 | 752/ 98 | 28 | 724/ 95 |
| | HIGH SCH | % | 48 | 43 | 7 | 3 | 91 | 9 | 1000 | 951/ 95 | 11 | 940/ 94 |
| | TOTAL | % | 51 | 38 | 7 | 3 | 89 | 11 | 4229 | 4065/ 96 | 66 | 3999/ 95 |
| 16 MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S) | ELEMENTARY | % | 48 | 39 | 9 | 4 | 87 | 13 | 2463 | 2362/ 96 | 40 | 2322/ 94 |
| | MIDDLE/JR | % | 41 | 45 | 11 | 3 | 86 | 14 | 766 | 752/ 98 | 32 | 720/ 94 |
| | HIGH SCH | % | 36 | 50 | 10 | 4 | 86 | 14 | 1000 | 951/ 95 | 13 | 938/ 94 |
| | TOTAL | % | 44 | 43 | 10 | 4 | 87 | 13 | 4229 | 4065/ 96 | 85 | 3980/ 94 |
| 17 MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS | ELEMENTARY | % | 44 | 46 | 8 | 1 | 91 | 9 | 2463 | 2362/ 96 | 21 | 2341/ 95 |
| | MIDDLE/JR | % | 30 | 53 | 14 | 3 | 83 | 17 | 766 | 752/ 98 | 13 | 739/ 96 |
| | HIGH SCH | % | 25 | 57 | 15 | 4 | 81 | 19 | 1000 | 951/ 95 | 17 | 934/ 93 |
| | TOTAL | % | 37 | 50 | 11 | 2 | 87 | 13 | 4229 | 4065/ 96 | 51 | 4014/ 95 |
| 18 JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE | ELEMENTARY | % | 38 | 44 | 13 | 5 | 82 | 18 | 2463 | 2362/ 96 | 37 | 2325/ 94 |
| | MIDDLE/JR | % | 31 | 52 | 13 | 4 | 83 | 17 | 766 | 752/ 98 | 16 | 736/ 96 |
| | HIGH SCH | % | 21 | 53 | 18 | 8 | 75 | 25 | 1000 | 951/ 95 | 17 | 934/ 93 |
| | TOTAL | % | 33 | 48 | 14 | 6 | 80 | 20 | 4229 | 4065/ 96 | 70 | 3995/ 94 |
| 19 OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE | ELEMENTARY | % | 36 | 49 | 11 | 4 | 85 | 15 | 2463 | 2362/ 96 | 32 | 2330/ 95 |
| | MIDDLE/JR | % | 31 | 48 | 15 | 5 | 79 | 21 | 766 | 752/ 98 | 13 | 739/ 96 |
| | HIGH SCH | % | 25 | 54 | 16 | 5 | 79 | 21 | 1000 | 951/ 95 | 22 | 929/ 93 |
| | TOTAL | % | 33 | 50 | 13 | 4 | 83 | 17 | 4229 | 4065/ 96 | 67 | 3998/ 95 |
| 20 NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION | ELEMENTARY | % | 36 | 51 | 11 | 3 | 87 | 13 | 2463 | 2362/ 96 | 13 | 2349/ 95 |
| | MIDDLE/JR | % | 28 | 55 | 14 | 3 | 83 | 17 | 766 | 752/ 98 | 8 | 744/ 97 |
| | HIGH SCH | % | 22 | 62 | 13 | 3 | 84 | 16 | 1000 | 951/ 95 | 10 | 941/ 94 |
| | TOTAL | % | 31 | 54 | 12 | 3 | 86 | 14 | 4229 | 4065/ 96 | 31 | 4034/ 95 |

**AUSTIN INDEPENDENT SCHOOL DISTRICT**

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

## DISTRICTWIDE SURVEY OF PROFESSIONALS 1988-89

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ATTACHMENT 1

| ITEMS | RESPONSES OF: | | RESPONSES: STRONGLY AGREE(SA) | AGREE(A) | DISAGREE(D) | STRONGLY DISAGREE(SD) | SA+A | D+SD | RETURN RATE: # SENT | # / % RETURNED | # BLANK/ INVALID | # / % VALID |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 21 THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL. | ELEMENTARY | % | 34 | 47 | 14 | 5 | 81 | 19 | 2463 | 2362/ 96 | 29 | 2333/ 95 |
| | MIDDLE/JR | % | 26 | 56 | 15 | 4 | 81 | 19 | 766 | 752/ 98 | 17 | 735/ 96 |
| | HIGH SCH | % | 21 | 59 | 17 | 3 | 80 | 20 | 1000 | 951/ 95 | 19 | 932/ 93 |
| | TOTAL | % | 30 | 52 | 15 | 4 | 81 | 19 | 4229 | 4065/ 96 | 65 | 4000/ 95 |
| 22 STAFF ACHIEVEMENTS ARE RECOGNIZED. | ELEMENTARY | % | 40 | 44 | 12 | 4 | 84 | 16 | 2463 | 2362/ 96 | 19 | 2343/ 95 |
| | MIDDLE/JR | % | 43 | 44 | 11 | 3 | 86 | 14 | 766 | 752/ 98 | 16 | 736/ 96 |
| | HIGH SCH | % | 34 | 53 | 11 | 2 | 87 | 13 | 1000 | 951/ 95 | 14 | 937/ 94 |
| | TOTAL | % | 39 | 46 | 12 | 3 | 85 | 15 | 4229 | 4065/ 96 | 49 | 4016/ 95 |
| 23 AN EFFORT IS MADE TO KEEP PAPER-WORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL. | ELEMENTARY | % | 24 | 48 | 21 | 7 | 72 | 28 | 2463 | 2362/ 96 | 29 | 2333/ 95 |
| | MIDDLE/JR | % | 18 | 52 | 23 | 7 | 70 | 30 | 766 | 752/ 98 | 15 | 737/ 96 |
| | HIGH SCH | % | 12 | 50 | 28 | 11 | 62 | 38 | 1000 | 951/ 95 | 14 | 937/ 94 |
| | TOTAL | % | 20 | 49 | 23 | 8 | 69 | 31 | 4229 | 4065/ 96 | 58 | 4007/ 95 |
| 24 THE MORALE OF THIS STAFF IS GENERALLY HIGH. | ELEMENTARY | % | 30 | 44 | 19 | 8 | 73 | 27 | 2463 | 2362/ 96 | 20 | 2342/ 95 |
| | MIDDLE/JR | % | 22 | 45 | 24 | 9 | 67 | 33 | 766 | 752/ 98 | 19 | 733/ 96 |
| | HIGH SCH | % | 17 | 51 | 24 | 8 | 68 | 32 | 1000 | 951/ 95 | 24 | 927/ 93 |
| | TOTAL | % | 25 | 46 | 21 | 8 | 71 | 29 | 4229 | 4065/ 96 | 63 | 4002/ 95 |

## AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

## DISTRICTWIDE SURVEY OF CAMPUS ADMINISTRATORS 1988-89

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ATTACHMENT 2

| ITEMS | RESPONSES OF: | | RESPONSES: STRONGLY AGREE (SA) | AGREE (A) | DISAGREE (D) | STRONGLY DISAGREE (SD) | SA+A | D+SD | RETURN RATE: # SENT | # / % RETURNED | # BLANK/ INVALID | # / % VALID |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS. | ELEMENTARY | % | 69 | 30 | 2 | 0 | 98 | 2 | 126 | 106/ 84 | 1 | 105/ 83 |
| | SECONDARY | % | 58 | 33 | 7 | 1 | 92 | 8 | 90 | 84/ 93 | 0 | 84/ 93 |
| | TOTAL | % | 64 | 31 | 4 | 1 | 95 | 5 | 216 | 190/ 88 | 1 | 189/ 88 |
| 2 OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ATTAIN MASTERY. | ELEMENTARY | % | 50 | 45 | 5 | 0 | 95 | 5 | 126 | 106/ 84 | 0 | 106/ 84 |
| | SECONDARY | % | 23 | 66 | 10 | 1 | 89 | 11 | 90 | 84/ 93 | 1 | 83/ 92 |
| | TOTAL | % | 38 | 54 | 7 | 1 | 93 | 7 | 216 | 190/ 88 | 1 | 189/ 88 |
| 3 OUR SCHOOL HAS A SAFE CLIMATE. | ELEMENTARY | % | 67 | 28 | 5 | 0 | 95 | 5 | 126 | 106/ 84 | 0 | 106/ 84 |
| | SECONDARY | % | 44 | 48 | 6 | 2 | 92 | 8 | 90 | 84/ 93 | 0 | 84/ 93 |
| | TOTAL | % | 57 | 37 | 5 | 1 | 94 | 6 | 216 | 190/ 88 | 0 | 190/ 88 |
| 4 OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE. | ELEMENTARY | % | 61 | 35 | 4 | 0 | 96 | 4 | 126 | 106/ 84 | 0 | 106/ 84 |
| | SECONDARY | % | 37 | 50 | 11 | 2 | 87 | 13 | 90 | 84/ 93 | 2 | 82/ 91 |
| | TOTAL | % | 51 | 41 | 7 | 1 | 92 | 8 | 216 | 190/ 88 | 2 | 188/ 87 |
| 5 OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS. | ELEMENTARY | % | 52 | 41 | 5 | 2 | 93 | 7 | 126 | 106/ 84 | 2 | 104/ 83 |
| | SECONDARY | % | 38 | 49 | 11 | 2 | 87 | 13 | 90 | 84/ 93 | 0 | 84/ 93 |
| | TOTAL | % | 46 | 45 | 7 | 2 | 90 | 10 | 216 | 190/ 88 | 2 | 188/ 87 |
| 6 OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION. | ELEMENTARY | % | 53 | 42 | 5 | 1 | 94 | 6 | 126 | 106/ 84 | 0 | 106/ 84 |
| | SECONDARY | % | 37 | 54 | 10 | 0 | 90 | 10 | 90 | 84/ 93 | 0 | 84/ 93 |
| | TOTAL | % | 46 | 47 | 7 | 1 | 93 | 7 | 216 | 190/ 88 | 0 | 190/ 88 |
| 7 OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING. | ELEMENTARY | % | 64 | 34 | 2 | 0 | 98 | 2 | 126 | 106/ 84 | 2 | 104/ 83 |
| | SECONDARY | % | 31 | 60 | 7 | 1 | 92 | 8 | 90 | 84/ 93 | 1 | 83/ 92 |
| | TOTAL | % | 50 | 45 | 4 | 1 | 95 | 5 | 216 | 190/ 88 | 3 | 187/ 87 |
| 8 AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY. | ELEMENTARY | % | 62 | 37 | 1 | 0 | 99 | 1 | 126 | 106/ 84 | 1 | 105/ 83 |
| | SECONDARY | % | 36 | 56 | 8 | 0 | 92 | 8 | 90 | 84/ 93 | 0 | 84/ 93 |
| | TOTAL | % | 50 | 46 | 4 | 0 | 96 | 4 | 216 | 190/ 88 | 1 | 189/ 88 |
| 9 OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY. | ELEMENTARY | % | 56 | 38 | 4 | 2 | 94 | 6 | 126 | 106/ 84 | 1 | 105/ 83 |
| | SECONDARY | % | 38 | 52 | 7 | 2 | 90 | 10 | 90 | 84/ 93 | 0 | 84/ 93 |
| | TOTAL | % | 48 | 44 | 5 | 2 | 93 | 7 | 216 | 190/ 88 | 1 | 189/ 88 |
| 10 THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE. | ELEMENTARY | % | 49 | 40 | 8 | 4 | 89 | 11 | 126 | 106/ 84 | 0 | 106/ 84 |
| | SECONDARY | % | 38 | 51 | 6 | 5 | 89 | 11 | 90 | 84/ 93 | 2 | 82/ 91 |
| | TOTAL | % | 44 | 45 | 7 | 4 | 89 | 11 | 216 | 190/ 88 | 2 | 188/ 87 |

## AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

## DISTRICTWIDE SURVEY OF CAMPUS ADMINISTRATORS 1988-89

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ATTACHMENT 2

| ITEMS | RESPONSES OF: | | RESPONSES: STRONGLY AGREE (SA) | AGREE (A) | DISAGREE (D) | STRONGLY DISAGREE (SD) | SA+A | D+SD | RETURN RATE: # SENT | # / % RETURNED | # BLANK/ INVALID | # / % VALID |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11. THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL. | ELEMENTARY | % | 52 | 39 | 6 | 4 | 91 | 9 | 126 | 106/ 84 | 0 | 106/ 84 |
| | SECONDARY | % | 37 | 48 | 14 | 1 | 85 | 15 | 90 | 84/ 93 | 0 | 84/ 93 |
| | TOTAL | % | 45 | 43 | 9 | 3 | 88 | 12 | 216 | 190/ 88 | 0 | 190/ 88 |
| 12. OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL. | ELEMENTARY | % | 51 | 43 | 5 | 1 | 94 | 6 | 126 | 106/ 84 | 0 | 106/ 84 |
| | SECONDARY | % | 34 | 53 | 8 | 5 | 87 | 13 | 90 | 84/ 93 | 1 | 83/ 92 |
| | TOTAL | % | 43 | 48 | 6 | 3 | 91 | 9 | 216 | 190/ 88 | 1 | 189/ 88 |
| 13. ADEQUATE RESOURCES (E.G., TEXT-BOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME. | ELEMENTARY | % | 47 | 42 | 10 | 1 | 89 | 11 | 126 | 107/ 85 | 3 | 104/ 83 |
| | SECONDARY | % | 51 | 42 | 6 | 1 | 93 | 7 | 90 | 84/ 93 | 1 | 83/ 92 |
| | TOTAL | % | 49 | 42 | 8 | 1 | 91 | 9 | 216 | 191/ 88 | 4 | 187/ 87 |
| 14. THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING. | ELEMENTARY | % | 67 | 30 | 3 | 0 | 97 | 3 | 126 | 107/ 85 | 1 | 106/ 84 |
| | SECONDARY | % | 49 | 43 | 5 | 2 | 93 | 7 | 90 | 84/ 93 | 1 | 83/ 92 |
| | TOTAL | % | 59 | 36 | 4 | 1 | 95 | 5 | 216 | 191/ 88 | 2 | 189/ 88 |
| 15. JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE. | ELEMENTARY | % | 58 | 36 | 4 | 2 | 94 | 6 | 126 | 107/ 85 | 2 | 105/ 83 |
| | SECONDARY | % | 41 | 44 | 11 | 4 | 85 | 15 | 90 | 84/ 93 | 2 | 82/ 91 |
| | TOTAL | % | 51 | 40 | 7 | 3 | 90 | 10 | 216 | 191/ 88 | 4 | 187/ 87 |
| 16. OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE. | ELEMENTARY | % | 47 | 44 | 8 | 0 | 92 | 8 | 126 | 107/ 85 | 1 | 106/ 84 |
| | SECONDARY | % | 33 | 53 | 8 | 6 | 86 | 14 | 90 | 84/ 93 | 1 | 83/ 92 |
| | TOTAL | % | 41 | 48 | 8 | 3 | 89 | 11 | 216 | 191/ 88 | 2 | 189/ 88 |
| 17. THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL. | ELEMENTARY | % | 48 | 45 | 5 | 3 | 93 | 7 | 126 | 107/ 85 | 0 | 107/ 85 |
| | SECONDARY | % | 36 | 52 | 11 | 2 | 87 | 13 | 90 | 84/ 93 | 0 | 84/ 93 |
| | TOTAL | % | 42 | 48 | 7 | 3 | 90 | 10 | 216 | 191/ 88 | 0 | 191/ 88 |
| 18. STAFF ACHIEVEMENTS ARE RECOGNIZED. | ELEMENTARY | % | 51 | 40 | 7 | 2 | 92 | 8 | 126 | 107/ 85 | 0 | 107/ 85 |
| | SECONDARY | % | 50 | 45 | 5 | 0 | 95 | 5 | 90 | 84/ 93 | 0 | 84/ 93 |
| | TOTAL | % | 51 | 42 | 6 | 1 | 93 | 7 | 216 | 191/ 88 | 0 | 191/ 88 |
| 19. THE EFFORT IS MADE TO KEEP PAPER-WORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL. | ELEMENTARY | % | 39 | 49 | 8 | 5 | 88 | 12 | 126 | 107/ 85 | 1 | 106/ 84 |
| | SECONDARY | % | 27 | 54 | 16 | 4 | 81 | 19 | 90 | 84/ 93 | 1 | 83/ 92 |
| | TOTAL | % | 33 | 51 | 11 | 4 | 85 | 15 | 216 | 191/ 88 | 2 | 189/ 88 |
| 20. THE MORALE OF THIS STAFF IS GENERALLY HIGH. | ELEMENTARY | % | 43 | 46 | 7 | 4 | 89 | 11 | 126 | 107/ 85 | 0 | 107/ 85 |
| | SECONDARY | % | 27 | 51 | 13 | 9 | 78 | 22 | 90 | 84/ 93 | 2 | 82/ 91 |
| | TOTAL | % | 36 | 48 | 10 | 6 | 84 | 16 | 216 | 191/ 88 | 2 | 189/ 88 |

AUSTIN INDEPENDENT SCHOOL DISTRICT
ELEMENTARY SUMMARY

DEPARTMENT OF MANAGEMENT INFORMATION
ELEMENTARY PARENT SURVEY 1988-89

OFFICE OF RESEARCH & EVALUATION
06/13/89

| ITEMS | SCHOOL | RESPONSES: STRONGLY AGREE(SA) | AGREE(A) | NEUTRAL | DISAGREE (D) | STRONGLY DISAGREE(SD) | DON'T KNOW/NOT APPLICABLE | SUMMARY: AGREE (SA+A) | DISAGREE (D+SD) |
|---|---|---|---|---|---|---|---|---|---|
| 1. IN GENERAL, THE BUILDINGS AND GROUNDS OF MY CHILD'S SCHOOL ARE WELL MAINTAINED, NEAT, CLEAN, AND ATTRACTIVE. | | 5044 | 6693 | 845 | 365 | 74 | 83 | 11737 | 439 |
| | ALL ELEMENTARY | 38% | 51% | 6% | 3% | 1% | 1% | 89% | 4% |
| 2. THE MISSION OR PHILOSOPHY OF MY CHILD'S SCHOOL HAS BEEN CLEARLY COMMUNICATED TO ME. | | 3568 | 6380 | 1826 | 775 | 150 | 313 | 9948 | 925 |
| | ALL ELEMENTARY | 27% | 49% | 14% | 6% | 1% | 2% | 76% | 7% |
| 3. MY CHILD'S SCHOOL IS A SAFE, SECURE PLACE TO LEARN. | | 5118 | 6361 | 1172 | 288 | 84 | 114 | 11479 | 372 |
| | ALL ELEMENTARY | 39% | 48% | 9% | 2% | 1% | 1% | 87% | 3% |
| 4. THE STAFF AT MY CHILD'S SCHOOL REALLY BELIEVES THAT HE/SHE CAN ACHIEVE ACADEMICALLY. | | 6298 | 5488 | 842 | 152 | 52 | 218 | 11786 | 204 |
| | ALL ELEMENTARY | 48% | 42% | 6% | 1% | 0% | 2% | 90% | 1% |
| 5. MY CHILD'S SCHOOL IS AN EFFECTIVE (EXCELLENT) SCHOOL. | | 4800 | 5994 | 1726 | 381 | 106 | 91 | 10794 | 487 |
| | ALL ELEMENTARY | 37% | 46% | 13% | 3% | 1% | 1% | 83% | 4% |
| 6. DISCIPLINE IN MY CHILD'S SCHOOL IS FAIR AND RELATED TO AGREED-UPON RULES. | | 4301 | 6376 | 1400 | 392 | 147 | 455 | 10677 | 539 |
| | ALL ELEMENTARY | 33% | 49% | 11% | 3% | 1% | 3% | 82% | 4% |
| 7. MY CHILD HAS LEARNED A LOT THIS SCHOOL YEAR. | | 6532 | 5023 | 927 | 250 | 70 | 53 | 11555 | 320 |
| | ALL ELEMENTARY | 51% | 39% | 7% | 2% | 1% | 0% | 90% | 3% |
| 8. I HAVE A POSITIVE RELATIONSHIP WITH THE STAFF OF MY CHILD'S SCHOOL. | | 4289 | 5772 | 2051 | 440 | 109 | 265 | 10061 | 549 |
| | ALL ELEMENTARY | 33% | 45% | 16% | 3% | 1% | 2% | 78% | 4% |
| 9. I AM INVOLVED AS MUCH AS I WANT TO BE IN MY CHILD'S SCHOOL. | | 2546 | 5250 | 2319 | 1716 | 248 | 235 | 7796 | 1964 |
| | ALL ELEMENTARY | 21% | 43% | 19% | 14% | 2% | 2% | 64% | 16% |

AUSTIN INDEPENDENT SCHOOL DISTRICT
ELEMENTARY SUMMARY

DEPARTMENT OF MANAGEMENT INFORMATION
ELEMENTARY PARENT SURVEY 1988-89

OFFICE OF RESEARCH & EVALUATION
06/13/89

| ITEMS | SCHOOL | RESPONSES -A- | -B- | -C- | -D- | -E- | -F- | -G- | -H- | -I- | -J- | -K- | -L- | CHOICES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10. MY PREFERRED WAYS OF BEING INVOLVED WITH MY CHILD'S SCHOOL ARE: (CHOOSE ALL THAT APPLY) | ALL ELEMENTARY | 3112 | 5093 | 8699 | 9596 | 3559 | 10233 | 8082 | 5612 | 2734 | 855 | | | A. PARTICIPATING IN PARENT TRAINING<br>B. PARTICIPATING IN THE SCHOOL'S PTA/PTO<br>C. ATTENDING PARENT/TEACHER CONFERENCES<br>D. SIGNING REPORT CARDS<br>E. VOLUNTEERING AT THE SCHOOL (SPEAKER, CLERK, TUTOR, HELPER, ETC.)<br>F. HELPING MY CHILD WITH HOMEWORK<br>G. WORKING WITH MY CHILD ON REINFORCEMENT ACTIVITIES<br>H. HELPING WITH EXTRA-CURRICULAR ACTIVITIES<br>I. PARTICIPATING IN PLANNING ACTIVITIES<br>J. OTHER |
| | | 25% | 40% | 69% | 76% | 28% | 81% | 64% | 44% | 22% | 7% | | | |
| 11. I TALK TO MY CHILD ABOUT WHAT HAPPENS AT SCHOOL. | ALL ELEMENTARY | 9178 | 3004 | 711 | 27 | | | | | | | | | A. VERY OFTEN<br>B. OFTEN<br>C. SOMETIMES<br>D. NEVER |
| | | 71% | 23% | 5% | 0% | | | | | | | | | |
| 12. COMPARED TO A YEAR AGO, THE QUALITY OF EDUCATION IN MY CHILD'S SCHOOL HAS: | ALL ELEMENTARY | 3898 | 434 | 4834 | 3432 | | | | | | | | | A. GONE UP.<br>B. GONE DOWN.<br>C. STAYED ABOUT THE SAME.<br>D. DID NOT ATTEND THIS SCHOOL LAST SCHOOL YEAR. |
| | | 31% | 3% | 38% | 27% | | | | | | | | | |
| 13. I WOULD RATE THE QUALITY OF EDUCATION IN MY CHILD'S SCHOOL AS: | ALL ELEMENTARY | 4451 | 4523 | 3227 | 273 | 41 | | | | | | | | A. EXCELLENT.<br>B. ABOVE AVERAGE.<br>C. AVERAGE.<br>D. BELOW AVERAGE.<br>E. POOR. |
| | | 36% | 36% | 26% | 2% | 0% | | | | | | | | |
| 14. WHAT ARE AISD'S GREATEST STRENGTHS? (CHOOSE ALL THAT APPLY) | ALL ELEMENTARY | 6357 | 6794 | 6758 | 4171 | 4931 | 3199 | 3970 | 3378 | 1470 | 5054 | 3432 | 473 | A. ACADEMIC QUALITY<br>B. INSTRUCTIONAL STAFF<br>C. COMMUNICATION WITH PARENTS<br>D. DISCIPLINE<br>E. PARENTAL INVOLVEMENT |
| | | 51% | 57% | 57% | 35% | 41% | 27% | 33% | 28% | 12% | 42% | 29% | 4% | |
| 15. WHAT ARE AISD'S GREATEST AREAS IN NEED OF IMPROVEMENT? (CHOOSE ALL THAT APPLY) | ALL ELEMENTARY | 2382 | 1891 | 2911 | 1896 | 2106 | 2882 | 2456 | 3181 | 3143 | 2368 | 3300 | 1200 | F. DRUGS/SEX/AIDS EDUCATION<br>G. SCHOOL FACILITIES<br>H. MATERIALS/EQUIPMENT<br>I. DROPOUT PREVENTION<br>J. SPECIAL SUPPORT PROGRAMS (I.E., SPECIAL EDUCATION, AIM HIGH)<br>K. CLASS SIZE<br>L. OTHER |
| | | 23% | 18% | 28% | 18% | 20% | 27% | 23% | 30% | 30% | 22% | 31% | 11% | |

| | SENT | RETURNED | % RETURNED |
|---|---|---|---|
| ALL ELEMENTARY | 26960 | 13324 | 49.4% |

*NOT ALL SURVEY RESPONDENTS ANSWERED ALL QUESTIONS

*NOT ALL PERCENTAGES ADD UP TO 100% DUE TO ROUNDING

*AUSTIN INDEPENDENT SCHOOL DISTRICT*
Department of Management Information
Office of Research and Evaluation



**Secondary Parent Survey**

April, 1989

1. **My son/daughter attends _____ School.**
(Please answer for the student listed on the report card only.)

| | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 2 **My son's/daughter's school is a safe and secure place to learn.** | *Mid/Jr* n=173 | 6.46 | 19.82 | 6.24 | 4.68 | 1.34 |
| | *Senior* n=239 | 7.35 | 27.17 | 8.46 | 7.57 | 2.67 |
| | *Other* n=37 | 1.11 | 4.45 | 1.11 | 0.89 | 0.67 |
| | *Total* n=449 | 14.92 | 51.45 | 15.81 | 13.14 | 4.68 |
| 3. **The buildings and grounds of my son's/daughter's school are well maintained, neat, clean, and attractive.** | *Mid/Jr* n=172 | 9.66 | 22.25 | 4.72 | 1.57 | 0.45 |
| | *Senior* n=236 | 12.81 | 25.17 | 7.19 | 5.17 | 2.70 |
| | *Other* n=37 | 2.02 | 5.62 | 0.45 | 0.00 | 0.22 |
| | *Total* n=445 | 24.49 | 53.03 | 12.36 | 6.74 | 3.37 |
| 4. **I am adequately informed of my son's/daughter's progress in school.** | *Mid/Jr* n=173 | 7.83 | 19.46 | 5.59 | 5.15 | 0.67 |
| | *Senior* n=237 | 10.51 | 28.64 | 7.38 | 4.70 | 1.79 |
| | *Other* n=37 | 1.34 | 4.25 | 1.12 | 1.34 | 0.22 |
| | *Total* n=447 | 19.69 | 52.35 | 14.09 | 11.19 | 2.68 |
| 5. **I feel my son/daughter is learning in classes the things that he/she needs to know to prepare for the future.** | *Mid/Jr* n=172 | 4.30 | 22.85 | 7.01 | 3.85 | 0.90 |
| | *Senior* n=233 | 8.82 | 29.64 | 9.73 | 3.17 | 1.36 |
| | *Other* n=37 | 1.13 | 4.52 | 2.04 | 0.45 | 0.23 |
| | *Total* n=442 | 14.25 | 57.01 | 18.78 | 7.47 | 2.49 |
| 6. **Teachers at my son's/daughter's school really believe that he/she can achieve academically.** | *Mid/Jr* n=173 | 8.39 | 20.18 | 7.71 | 2.27 | 0.45 |
| | *Senior* n=232 | 12.93 | 25.85 | 9.52 | 3.17 | 1.13 |
| | *Other* n=37 | 1.13 | 4.99 | 0.91 | 1.13 | 0.23 |
| | *Total* n=441 | 22.45 | 51.02 | 18.14 | 6.58 | 1.81 |
| 7. **Discipline in my son's/daughter's school is fair and related to violations of agreed-upon rules.** | *Mid/Jr* n=169 | 6.25 | 20.60 | 8.10 | 2.08 | 2.08 |
| | *Senior* n=226 | 8.10 | 27.08 | 12.73 | 3.01 | 1.39 |
| | *Other* n=37 | 1.85 | 4.63 | 1.16 | 0.46 | 0.46 |
| | *Total* n=432 | 16.20 | 52.31 | 21.99 | 5.56 | 3.94 |
| 8. **AISD is making serious efforts to keep students in school.** | *Mid/Jr* n=167 | 6.19 | 19.27 | 7.34 | 3.44 | 2.06 |
| | *Senior* n=233 | 9.63 | 21.79 | 13.07 | 6.42 | 2.52 |
| | *Other* n=36 | 1.15 | 3.44 | 2.75 | 0.23 | 0.69 |
| | *Total* n=436 | 16.97 | 44.50 | 23.17 | 10.09 | 5.28 |

**9. What are AISD's greatest strengths?**
**(Choose all that apply.)**

___ A. Academic quality
___ B. Quality teachers
___ C. Extracurricular activities
___ D. Special support programs
___ E. Quality principals
___ F. Variety of courses offered
___ G. Small class sizes
___ H. High-grade materials/equipment
___ I. Other _____

| | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|
| *Mid/Jr* n=457 | 5.49 | 6.44 | 4.38 | 3.61 | 4.38 | 8.24 | 2.06 | 3.61 | 1.03 |
| *Senior* n=612 | 8.07 | 7.64 | 7.12 | 4.72 | 4.81 | 12.45 | 2.32 | 4.46 | 0.94 |
| *Other* n=96 | 1.37 | 1.37 | 0.77 | 0.69 | 0.94 | 1.46 | 0.43 | 1.03 | 0.17 |
| *Total* n=1165 | 14.94 | 15.45 | 12.27 | 9.01 | 10.13 | 22.15 | 4.81 | 9.10 | 2.15 |
| *Total** n=376 | 46.28 | 47.87 | 38.03 | 27.93 | 31.38 | 68.62 | 14.89 | 28.19 | 6.65 |

**10. Compared to a year ago, would you say that the quality of education in your son's/daughter's school :**

___ A. Has gone down?
___ B. Has gone up?
___ C. Has stayed about the same?
___ D. Did not attend here last year.

| | A | B | C | D |
|---|---|---|---|---|
| *Mid/Jr* n=167 | 4.44 | 7.01 | 20.56 | 7.01 |
| *Senior* n=225 | 4.91 | 8.18 | 26.87 | 12.62 |
| *Other* n=36 | 2.10 | 0.93 | 3.97 | 1.40 |
| *Total* n=428 | 11.45 | 16.12 | 51.40 | 21.03 |

**11. I talk to my son/daughter about what happens at school.**

___ A. Never
___ B. Sometimes
___ C. Often
___ D. Very Often

| | A | B | C | D |
|---|---|---|---|---|
| *Mid/Jr* n=171 | 0.00 | 3.36 | 14.77 | 20.13 |
| *Senior* n=236 | 0.00 | 7.16 | 21.03 | 24.61 |
| *Other* n=40 | 0.00 | 1.12 | 4.47 | 3.36 |
| *Total* n=447 | 0.00 | 11.63 | 40.27 | 48.10 |

**12. How much are you involved in your son's/daughter's school education?**

___ A. Very Involved
___ B. Somewhat Involved
___ C. Slightly Involved
___ D. Not At All Involved

| | A | B | C | D |
|---|---|---|---|---|
| *Mid/Jr* n=174 | 20.76 | 15.85 | 1.79 | 0.45 |
| *Senior* n=236 | 24.78 | 23.66 | 4.02 | 0.22 |
| *Other* n=38 | 4.46 | 4.02 | 0.00 | 0.00 |
| *Total* n=448 | 50.00 | 43.53 | 5.80 | 0.67 |

**13. How important is it to you that your son/daughter work hard at his/her schoolwork?**

___ A. Very Important
___ B. Somewhat Important
___ C. Slightly Important
___ D. Not At All Important

| | A | B | C | D |
|---|---|---|---|---|
| *Mid/Jr* n=175 | 37.17 | 1.55 | 0.00 | 0.00 |
| *Senior* n=237 | 50.00 | 2.43 | 0.00 | 0.00 |
| *Other* n=40 | 8.85 | 0.00 | 0.00 | 0.00 |
| *Total* n=452 | 96.02 | 3.98 | 0.00 | 0.00 |

**14. I prefer to be involved in my son's/daughter's learning activities by:**
**(Choose all that apply.)**

___ A. Signing homework
___ B. Signing report cards
___ C. Signing choice (course selection) sheets
___ D. Having a teacher or the school call me when there is a concern or absence
___ E. Receivingt suggested activities related to classroom instruction that I can do with my son/daughter
___ F. Participating in parent groups formed to help parents support each other with adolescent problems such as resisting peer pressure
___ G. Receiving a list of books that I could have my son/daughter read and discuss with me
___ H. Taking my son/daughter to special events.
___ I. Other: _____

| | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|
| *Mid/Jr* n=997 | 6.26 | 6.43 | 6.48 | 7.23 | 5.33 | 2.91 | 3.66 | 4.98 | 0.66 |
| *Senior* n=1071 | 6.17 | 6.48 | 8.20 | 8.90 | 4.58 | 3.09 | 3.48 | 5.16 | 1.15 |
| *Other* n=201 | 1.23 | 1.28 | 1.15 | 1.59 | 0.88 | 0.66 | 0.97 | 0.93 | 0.18 |
| *Total* n=2269 | 13.66 | 14.19 | 15.82 | 17.72 | 10.80 | 6.65 | 8.11 | 11.06 | 1.98 |
| *Total** n=438 | 70.78 | 73.52 | 81.96 | 91.78 | 55.94 | 34.47 | 42.01 | 57.31 | 10.27 |

* Percentages of respondents choosing each option; lines above show percentage of responses.

| | | A | B | C | D | E | F |
|---|---|---|---|---|---|---|---|
| **15. My son's/daughter's school is an effective (excellent) school.** | *Mid/Jr* n=172 | 6.05 | 18.16 | 8.97 | 3.59 | 0.90 | 0.90 |
| ___ A. Strongly Agree | *Senior* n=234 | 8.52 | 26.46 | 10.31 | 4.48 | 1.79 | 0.90 |
| ___ B. Agree | *Other* n=40 | 1.57 | 4.26 | 1.79 | 0.45 | 0.90 | 0.00 |
| ___ C. Neutral | *Total* n=446 | 16.14 | 48.88 | 21.08 | 8.52 | 3.59 | 1.79 |
| ___ D. Disagree | | | | | | | |
| ___ E. Strongly Disagree | | | | | | | |
| ___ F. Don't Know | | | | | | | |

| | | A | B | C | D | E | F |
|---|---|---|---|---|---|---|---|
| **16. My son/daughter has learned a lot this school year.** | *Mid/Jr* n=172 | 5.39 | 19.10 | 9.44 | 3.60 | 0.67 | 0.45 |
| ___ A. Strongly Agree | *Senior* n=233 | 10.56 | 26.07 | 10.56 | 3.60 | 1.35 | 0.22 |
| ___ B. Agree | *Other* n=40 | 1.80 | 4.49 | 1.12 | 0.67 | 0.90 | 0.00 |
| ___ C. Neutral | *Total* n=445 | 17.75 | 49.66 | 21.12 | 7.87 | 2.92 | 0.67 |
| ___ D. Disagree | | | | | | | |
| ___ E. Strongly Disagree | | | | | | | |
| ___ F. Don't Know | | | | | | | |

| | | A | B | C | D | E |
|---|---|---|---|---|---|---|
| **17. I would rate the quality of my son's/daughter's school as:** | *Mid/Jr* n=174 | 5.62 | 13.03 | 16.63 | 3.15 | 0.67 |
| ___ A. Excellent | *Senior* n=231 | 8.09 | 20.00 | 19.78 | 3.15 | 0.90 |
| ___ B. Above Average | *Other* n=40 | 1.57 | 3.15 | 3.15 | 0.90 | 0.22 |
| ___ C. Average | *Total* n=445 | 15.28 | 36.18 | 39.55 | 7.19 | 1.80 |
| ___ D. Below Average | | | | | | |
| ___ E. Poor | | | | | | |

| | | A | B | C | D |
|---|---|---|---|---|---|
| **18. My son's/daughter's school has a clear and focused mission.** | *Mid/Jr* n=159 | 5.49 | 23.63 | 7.88 | 0.95 |
| ___ A. Strongly Agree | *Senior* n=222 | 10.02 | 31.74 | 10.02 | 1.19 |
| ___ B. Agree | *Other* n=38 | 1.91 | 5.97 | 1.19 | 0.00 |
| ___ C. Disagree | *Total* n=419 | 17.42 | 61.34 | 19.09 | 2.15 |
| ___ D. Strongly Disagree | | | | | |

| | | A | B | C | D |
|---|---|---|---|---|---|
| **19. My son's/daughter's school has positive relations with the home and school community.** | *Mid/Jr* n=166 | 5.41 | 26.82 | 5.88 | 0.94 |
| ___ A. Strongly Agree | *Senior* n=221 | 9.65 | 32.24 | 8.47 | 1.65 |
| ___ B. Agree | *Other* n=38 | 2.12 | 6.12 | 0.71 | 0.00 |
| ___ C. Disagree | *Total* n=425 | 17.18 | 65.18 | 15.06 | 2.59 |
| ___ D. Strongly Disagree | | | | | |

| | | A | B | C | D | E |
|---|---|---|---|---|---|---|
| **20. The presence of drugs on my son's/daughter's campus is:** | *Mid/Jr* n=166 | 6.74 | 0.70 | 6.28 | 23.26 | 1.63 |
| ___ A. Increasing | *Senior* n=226 | 12.79 | 2.09 | 10.70 | 26.51 | 0.47 |
| ___ B. Decreasing | *Other* n=38 | 1.86 | 0.00 | 1.16 | 5.35 | 0.47 |
| ___ C. Staying the Same | *Total* n=430 | 21.40 | 2.79 | 18.14 | 55.12 | 2.56 |
| ___ D. Don't Know | | | | | | |
| ___ E. Nonexistent | | | | | | |

**21. What do you think are the biggest problems with which your school must deal? (Choose all that apply.)**

___ A. Large schools/overcrowding
___ B. Teachers' lack of interest
___ C. Use of drugs
___ D. Lack of discipline
___ E. Drinking/alcoholism
___ F. Moral standards/dress code
___ G. Poor curriculum/poor standards
___ H. Lack of proper financial support
___ I. Difficulty in getting good teachers
___ J. Fighting
___ K. Parents' lack of interest/involvement in school
___ L. Pupils' lack of interest/truancy
___ M. Lack of respect of teachers/other students
___ N. There are no problems
___ O. Communication with parents
___ P. Miscellaneous
___ Q. Don't Know

| | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| *Mid/Jr* n=830 | 3.65 | 2.42 | 3.79 | 2.98 | 1.47 | 2.18 | 1.52 | 2.37 |
| *Senior* n=1100 | 3.13 | 3.36 | 5.93 | 3.46 | 3.92 | 3.08 | 1.33 | 2.61 |
| *Other* n=181 | 0.66 | 0.47 | 0.81 | 0.47 | 0.52 | 0.38 | 0.28 | 0.52 |
| *Total* n=2111 | 7.44 | 6.25 | 10.52 | 6.92 | 5.92 | 5.64 | 3.13 | 5.50 |
| *Total** n=435 | 36.09 | 30.34 | 51.03 | 33.56 | 28.74 | 27.36 | 15.17 | 26.67 |

| | I | J | K | L | M | N | O | P |
|---|---|---|---|---|---|---|---|---|
| *Mid/Jr* n=830 | 2.84 | 3.55 | 2.65 | 2.65 | 3.60 | 2.94 | 0.24 | 0.47 |
| *Senior* n=1100 | 4.03 | 3.88 | 3.41 | 5.02 | 4.97 | 3.22 | 0.19 | 0.57 |
| *Other* n=181 | 0.57 | 0.66 | 0.62 | 0.90 | 0.99 | 0.57 | 0.00 | 0.14 |
| *Total* n=2111 | 7.44 | 8.10 | 6.68 | 8.57 | 9.57 | 6.73 | 0.43 | 1.18 |
| *Total** n=435 | 36.09 | 39.31 | 32.41 | 41.61 | 46.44 | 32.64 | 2.07 | 5.75 |

* Percentages of respondents choosing each option; lines above show percentage of responses.

# Austin Independent School District


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Dr. Glynn Ligon, Executive Director

**Office of Research and Evaluation**
**Systemwide Evaluation**

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